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Approved by the State Board of Education on May 8, 2019

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Components *[Enter Components]*

# Standards Map Template–2020 Health Education Adoption Grades Seven and Eight

(Download and use to cite where instructional resources fully address each standard)

## Nutrition and Physical Activity

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.1.1.N | Describe the short- and long-term impact of nutritional choices on health. |  |  |  |  |
| 7–8.1.2.N | Identify nutrients and their relationships to health. |  |  |  |  |
| 7–8.1.3.N | Examine the health risks caused by food contaminants. |  |  |  |  |
| 7–8.1.4.N | Describe how to keep food safe through proper food purchasing, preparation, and storage practices. |  |  |  |  |
| 7–8.1.5.N | Differentiate between diets that are health-promoting and diets linked to disease. |  |  |  |  |
| 7–8.1.6.N | Analyze the caloric and nutritional value of foods and beverages. |  |  |  |  |
| 7–8.1.7.N | Describe the benefits of eating a variety of foods high in iron, calcium, and fiber. |  |  |  |  |
| 7–8.1.8.N | Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet*.* |  |  |  |  |
| 7–8.1.9.N | Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight. |  |  |  |  |
| 7–8.1.10.N | Identify the impact of nutrition on chronic disease. |  |  |  |  |
| 7–8.1.11.N | Analyze the cognitive and physical benefits of eating breakfast daily. |  |  |  |  |
| 7–8.1.12.N | Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat. |  |  |  |  |
| 7–8.1.13.N | Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health. |  |  |  |  |
| 7–8.1.14.N | Identify ways to increase daily physical activity. |  |  |  |  |
| 7–8.1.15.N | Explain that incorporating daily moderate or vigorous physical activity into one’s life does not require a structured exercise plan or special equipment. |  |  |  |  |
| 7–8.1.16.N | Differentiate between physical activity and exercise and health-related and skill-related fitness. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.2.1.N | Describe the influence of culture and media on body image. |  |  |  |  |
| 7–8.2.2.N | Evaluate internal and external influences on food choices. |  |  |  |  |
| 7–8.2.3.N | Analyze the impact of nutritional choices on future reproductive and prenatal health. |  |  |  |  |
| 7–8.2.4.N | Analyze the influence of technology and media on physical activity. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.3.1.N | Distinguish between valid and invalid sources of nutrition information. |  |  |  |  |
| 7–8.3.2.N | Evaluate the accuracy of claims about dietary supplements and popular diets. |  |  |  |  |
| 7–8.3.3.N | Describe how to access nutrition information about foods offered in restaurants in one’s community. |  |  |  |  |
| 7–8.3.4.N | Identify places where youths and families can be physically active. |  |  |  |  |
| 7–8.3.5.N | Identify trusted adults in one’s family, school, and community for advice and counseling regarding healthy eating and physical activity. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.4.1.N | Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages. |  |  |  |  |
| 7–8.4.2.N | Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.5.1.N | Use a decision-making process to evaluate daily food intake for nutritional requirements. |  |  |  |  |
| 7–8.5.2.N | Identify recreational activities that increase physical activity. |  |  |  |  |
| 7–8.5.3.N | Contrast healthy and risky approaches to weight management. |  |  |  |  |
| 7–8.5.4.N | Analyze the physical, mental, and social benefits of physical activity. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.6.1.N | Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines. |  |  |  |  |
| 7–8.6.2.N | Set a goal to increase daily physical activity. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.7.1.N | Make healthy food choices in a variety of settings. |  |  |  |  |
| 7–8.7.2.N | Explain proper food handling safety when preparing meals and snacks. |  |  |  |  |
| 7–8.7.3.N | Assess personal physical activity levels. |  |  |  |  |
| 7–8.7.4.N | Examine ways to be physically active throughout a lifetime. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.8.1.N | Encourage nutrient-dense food choices in school. |  |  |  |  |
| 7–8.8.2.N | Support increased opportunities for physical activity at school and in the community. |  |  |  |  |
| 7–8.8.3.N | Encourage peers to eat healthy foods and to be physically active*.* |  |  |  |  |

## Growth, Development and Sexual Health

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.1.1.G | Explain physical, social, and emotional changes associated with adolescence. |  |  |  |  |
| 7–8.1.2.G | Summarize the human reproduction cycle. |  |  |  |  |
| 7–8.1.3.G | Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy. |  |  |  |  |
| 7–8.1.4.G | Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting. |  |  |  |  |
| 7–8.1.5.G | Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy. |  |  |  |  |
| 7–8.1.6.G | Identify the short- and long-term effects of HIV, AIDS, and other STDs. |  |  |  |  |
| 7–8.1.7.G | Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs. |  |  |  |  |
| 7–8.1.8.G | Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation. |  |  |  |  |
| 7–8.1.9.G | Explain why individuals have the right to refuse sexual contact. |  |  |  |  |
| 7–8.1.10.G | Describe the emotional, psychological, and physical consequences of rape and sexual assault. |  |  |  |  |
| 7–8.1.11.G | Explain why rape and sexual assault should be reported to authorities and trusted adults. |  |  |  |  |
| 7–8.1.12.G | Describe responsible prenatal and child care, including California’s Safely Surrendered Baby Law. |  |  |  |  |
| 7–8.1.13.G | Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.2.1.G | Analyze how internal and external influences affect growth and development, relationships, and sexual behavior. |  |  |  |  |
| 7–8.2.2.G | Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. |  |  |  |  |
| 7–8.2.3.G | Analyze the influence of alcohol and other drugs on sexual behaviors. |  |  |  |  |
| 7–8.2.4.G | Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs. |  |  |  |  |
| 7–8.2.5.G | Recognize that there are individual, family, and cultural differences in relationships. |  |  |  |  |
| 7–8.2.6.G | Explain how sexual exploitation can occur through the Internet. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.3.1.G | Identify trusted adults in one’s family, school, and community for advice and counseling regarding reproductive and sexual health. |  |  |  |  |
| 7–8.3.2.G | Locate medically and scientifically accurate sources of information on reproductive health. |  |  |  |  |
| 7–8.3.3.G | Identify health care providers for reproductive and sexual health services. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.4.1.G | Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health. |  |  |  |  |
| 7–8.4.2.G | Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy. |  |  |  |  |
| 7–8.4.3.G | Use healthy and respectful ways to express friendship, attraction, and affection. |  |  |  |  |
| 7–8.4.4.G | Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation. |  |  |  |  |
| 7–8.4.5.G | Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.5.1.G | Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy. |  |  |  |  |
| 7–8.5.2.G | Use a decision-making process to examine the characteristics of healthy relationships. |  |  |  |  |
| 7–8.5.3.G | Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation. |  |  |  |  |
| 7–8.5.4.G | Analyze the responsibilities and privileges of becoming a young adult. |  |  |  |  |
| 7–8.5.5.G | Identify how good health practices in adolescence affect lifelong health and the health of future children. |  |  |  |  |
| 7–8.5.6.G | Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity. |  |  |  |  |
| 7–8.5.7.G | Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.6.1.G | Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy. |  |  |  |  |
| 7–8.6.2.G | Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.7.1.G | Describe strategies for refusing unwanted sexual activity. |  |  |  |  |
| 7–8.7.2.G | Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health. |  |  |  |  |
| 7–8.7.3.G | Describe personal actions that can protect reproductive and sexual health. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.8.1.G | Support and encourage safe, respectful, and responsible relationships. |  |  |  |  |
| 7–8.8.2.G | Promote respect for and dignity of persons living with HIV or AIDS. |  |  |  |  |

## Injury Prevention and Safety

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.1.1.S | Describe the differences between physical, verbal, and sexual violence. |  |  |  |  |
| 7–8.1.2.S | Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. |  |  |  |  |
| 7–8.1.3.S | Describe how the presence of weapons increases the risk of serious violent injuries. |  |  |  |  |
| 7–8.1.4.S | Discuss the importance of reporting weapon possession. |  |  |  |  |
| 7–8.1.5.S | Explain how violence, aggression, bullying, and harassment affect health and safety. |  |  |  |  |
| 7–8.1.6.S | Identify trusted adults to whom school or community violence should be reported. |  |  |  |  |
| 7–8.1.7.S | Describe possible legal consequences of sexual harassment and violence*.* |  |  |  |  |
| 7–8.1.8.S | Describe types of sexual harassment and ways to report them. |  |  |  |  |
| 7–8.1.9.S | Describe the behavioral and environmental factors associated with major causes of death in the United States. |  |  |  |  |
| 7–8.1.10.S | Identify basic safety guidelines for emergencies and natural disasters. |  |  |  |  |
| 7–8.1.11.S | Identify ways to prevent climate-related physical conditions such as exhaustion, sunburn, heat stroke, and hypothermia. |  |  |  |  |
| 7–8.1.12.S | Explain safety hazards associated with Internet usage. |  |  |  |  |
| 7–8.1.13.S | Explain ways to prevent fires and reduce the risk of fire-related injuries. |  |  |  |  |
| 7–8.1.14.S | Explain ways to reduce the risk of injuries in and around water. |  |  |  |  |
| 7–8.1.15.S | Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational activities. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.2.1.S | Analyze how the media portray fire and explosives. |  |  |  |  |
| 7–8.2.2.S | Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.3.1.S | Analyze sources of information regarding injury and violence prevention. |  |  |  |  |
| 7–8.3.2.S | Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.4.1.S | Report to a trusted adult situations that could lead to injury or harm. |  |  |  |  |
| 7–8.4.2.S | Use communication and refusal skills to avoid violence, gang involvement, and risky situations. |  |  |  |  |
| 7–8.4.3.S | Describe ways to manage interpersonal conflicts nonviolently. |  |  |  |  |
| 7–8.4.4.S | Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation. |  |  |  |  |
| 7–8.4.5.S | Describe characteristics of effective communication. |  |  |  |  |
| 7–8.4.6.S | Differentiate between passive, aggressive, and assertive communication. |  |  |  |  |
| 7–8.4.7.S | Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.5.1.S | Use a decision-making process to examine risky social and dating situations. |  |  |  |  |
| 7–8.5.2.S | Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations. |  |  |  |  |
| 7–8.5.3.S | Use a decision-making process to analyze the consequences of gang involvement. |  |  |  |  |
| 7–8.5.4.S | Evaluate why some students are bullies. |  |  |  |  |
| 7–8.5.5.S | Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.6.1.S | Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency. |  |  |  |  |
| 7–8.6.2.S | Create a personal-safety plan. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.7.1.S | Practice first aid and emergency procedures. |  |  |  |  |
| 7–8.7.2.S | Practice ways to resolve conflicts nonviolently. |  |  |  |  |
| 7–8.7.3.S | Practice the safe use of technology. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.8.1.S | Support changes to promote safety in the home, at school, and in the community. |  |  |  |  |
| 7–8.8.2.S | Design a campaign for preventing violence, aggression, bullying, and harassment. |  |  |  |  |
| 7–8.8.3.S | Demonstrate the ability to influence others’ safety behaviors (e.g., wearing bicycle helmets and seat belts). |  |  |  |  |

## Alcohol, Tobacco, and Other Drugs

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.1.1.A | Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants. |  |  |  |  |
| 7–8.1.2.A | Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors. |  |  |  |  |
| 7–8.1.3.A | Explain the dangers of drug dependence and addiction. |  |  |  |  |
| 7–8.1.4.A | Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorders. |  |  |  |  |
| 7–8.1.5.A | Analyze the harmful effects of using diet pills without physician supervision. |  |  |  |  |
| 7–8.1.6.A | Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems. |  |  |  |  |
| 7–8.1.7.A | Explain why most youths do not use alcohol, tobacco, or other drugs. |  |  |  |  |
| 7–8.1.8.A | Explain school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.2.1.A | Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs. |  |  |  |  |
| 7–8.2.2.A | Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse. |  |  |  |  |
| 7–8.2.3.A | Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.3.1.A | Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.4.1.A | Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.5.1.A | Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.6.1.A | Develop short- and long-term goals to remain drug-free. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.7.1.A | Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations. |  |  |  |  |
| 7–8.7.2.A | Practice positive alternatives to the use of alcohol, tobacco, and other drugs. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.8.1.A | Participate in school and community efforts to promote a drug-free lifestyle. |  |  |  |  |

## Mental, Emotional, and Social Health

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.1.1.M | Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration). |  |  |  |  |
| 7–8.1.2.M | Identify a variety of nonviolent ways to respond when angry or upset. |  |  |  |  |
| 7–8.1.3.M | Identify qualities that contribute to a positive self-image. |  |  |  |  |
| 7–8.1.4.M | Describe how emotions change during adolescence. |  |  |  |  |
| 7–8.1.5.M | Recognize diversity among people, including disability, gender, race, sexual orientation, and body size. |  |  |  |  |
| 7–8.1.6.M | Describe the changing roles and responsibilities of adolescents as members of a family and community. |  |  |  |  |
| 7–8.1.7.M | Describe the benefits of having positive relationships with trusted adults. |  |  |  |  |
| 7–8.1.8.M | Analyze the harmful effects of using diet pills without physician supervision. |  |  |  |  |
| 7–8.1.9.M | Identify the signs of various eating disorders. |  |  |  |  |
| 7–8.1.10.M | Describe signs of depression, potential suicide, and other self-destructive behaviors*.* |  |  |  |  |
| 7–8.1.11.M | Describe common mental health conditions and why seeking professional help for these conditions is important. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.2.1.M | Analyze internal and external influences on mental, emotional, and social health. |  |  |  |  |
| 7–8.2.2.M | Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior. |  |  |  |  |
| 7–8.2.3.M | Analyze the influence of culture on family values and practices. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.3.1.M | Access accurate sources of information and services about mental, emotional, and social health. |  |  |  |  |
| 7–8.3.2.M | Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others. |  |  |  |  |
| 7–8.3.3.M | Identify trusted adults to report to if people are in danger of hurting themselves or others. |  |  |  |  |
| 7–8.3.4.M | Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.4.1.M | Seek help from trusted adults for oneself or a friend with an emotional or social health problem. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.5.1.M | Apply decision-making processes to a variety of situations that impact mental, emotional, and social health. |  |  |  |  |
| 7–8.5.2.M | Monitor personal stressors and assess techniques for managing them. |  |  |  |  |
| 7–8.5.3.M | Describe healthy ways to express caring, friendship, affection, and love. |  |  |  |  |
| 7–8.5.4.M | Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression. |  |  |  |  |
| 7–8.5.5.M | Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.6.1.M | Develop achievable goals for handling stressors in healthy ways. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.7.1.M | Demonstrate effective coping mechanisms and strategies for managing stress. |  |  |  |  |
| 7–8.7.2.M | Practice respect for individual differences and diverse backgrounds. |  |  |  |  |
| 7–8.7.3.M | Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement. |  |  |  |  |
| 7–8.7.4.M | Practice personal boundaries in a variety of situations. |  |  |  |  |
| 7–8.7.5.M | Demonstrate skills to avoid or escape from potentially violent situations, including dating. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.8.1.M | Promote a positive and respectful school environment. |  |  |  |  |
| 7–8.8.2.M | Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation. |  |  |  |  |

## Personal and Community Health

### 1: Essential Concepts

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.1.1.P | Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self-examination). |  |  |  |  |
| 7–8.1.2.P | Identify the importance of age-appropriate medical services. |  |  |  |  |
| 7–8.1.3.P | Identify Standard (Universal) Precautions and why they are important. |  |  |  |  |
| 7–8.1.4.P | Examine the causes and symptoms of communicable and non-communicable diseases. |  |  |  |  |
| 7–8.1.5.P | Discuss the importance of effective personal and dental hygiene practices for preventing illness. |  |  |  |  |
| 7–8.1.6.P | Identify effective brushing and flossing techniques for oral care. |  |  |  |  |
| 7–8.1.7.P | Identify effective protection for teeth, eyes, head, and neck during sports and recreational activities. |  |  |  |  |
| 7–8.1.8.P | Identify ways to prevent vision or hearing damage. |  |  |  |  |
| 7–8.1.9.P | Identify ways that environmental factors, including air quality, affect our health. |  |  |  |  |
| 7–8.1.10.P | Identify human activities that contribute to environmental challenges (e.g., air, water, and noise pollution). |  |  |  |  |
| 7–8.1.11.P | Describe global influences on personal and community health. |  |  |  |  |
| 7–8.1.12.P | Identify ways to reduce exposure to the sun. |  |  |  |  |

### 2. Analyzing Influences

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.2.1.P | Analyze a variety of influences that affect personal health practices. |  |  |  |  |
| 7–8.2.2.P | Analyze how environmental pollutants, including noise pollution, affect health. |  |  |  |  |
| 7–8.2.3.P | Analyze the relationship between the health of a community and the global environment. |  |  |  |  |
| 7–8.2.4.P | Analyze the influence of culture, media, and technology on health decisions. |  |  |  |  |
| 7–8.2.5.P | Analyze the social influences that encourage or discourage sun-safety practices. |  |  |  |  |

### 3. Accessing Valid Health Information

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.3.1.P | Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information’s validity. |  |  |  |  |
| 7–8.3.2.P | Access valid information about preventing common communicable diseases. |  |  |  |  |
| 7–8.3.3.P | Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources. |  |  |  |  |
| 7–8.3.4.P | Demonstrate how to access school and community health services. |  |  |  |  |

### 4. Interpersonal Communication

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.4.1.P | Practice how to make a health-related consumer complaint. |  |  |  |  |
| 7–8.4.2.P | Use assertive communication skills to avoid situations that increase risk of communicable disease or illness. |  |  |  |  |

### 5. Decision Making

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.5.1.P | Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems. |  |  |  |  |
| 7–8.5.2.P | Apply a decision-making process when selecting health care products. |  |  |  |  |
| 7–8.5.3.P | Analyze the characteristics of informed health choices. |  |  |  |  |

### 6. Goal Setting

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.6.1.P | Establish goals for improving personal and community health. |  |  |  |  |
| 7–8.6.2.P | Design a plan to minimize environmental pollutants, including noise at home and in the community. |  |  |  |  |
| 7–8.6.3.P | Create a plan to incorporate adequate rest and sleep into daily routines. |  |  |  |  |

### 7. Practicing Health Enhancing Behaviors

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.7.1.P | Practice and take responsibility for personal and dental hygiene practices. |  |  |  |  |
| 7–8.7.2.P | Describe situations where Standard (Universal) Precautions are appropriate. |  |  |  |  |

### 8. Health Promotion

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 7–8.8.1.P | Promote the importance of regular screenings and medical examinations. |  |  |  |  |
| 7–8.8.2.P | Demonstrate the ability to be a positive peer role model in the school and community. |  |  |  |  |
| 7–8.8.3.P | Demonstrate ways to accept responsibility for conserving natural resources. |  |  |  |  |