

Grade 7 Crosswalk – Virginia 2015 Health Standards of Learning Students in grade seven generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.						
	Essential Health Concepts <i>What Students Should Know</i>		Healthy Decisions <i>What Students Should Understand</i>		Advocacy and Health Promotion <i>What Students Should be Able to Do to Advocate for Their Health and the Health of Others</i>	
	7.1 The student will identify and explain essential health concepts to understand personal health.	Lesson (Grade Topic-#)	7.2 The student will use decision-making skills to promote health and personal wellness.	Lesson (Grade Topic-#)	7.3 The student will promote healthy schools, families, and communities.	Lesson (Grade Topic-#)
Alcohol, Tobacco and Drug Use Prevention	i) Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behaviors.	7 ATOD-1	k) Describe types of advertising techniques used in a variety of media, to include social media, that may influence adolescents' decisions concerning alcohol, tobacco, and drug use, and gang involvement.	7 ATOD-1	h) Identify ways to participate in school and community efforts to promote a drug-free lifestyle.	7 ATOD-1
	m) Recognize harmful and risky behaviors.	7 ATOD-1	l) Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use, gang involvement, and imitating gang-related behaviors.	7 ATOD-1		
			m) Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances.	7 ATOD-1		
Body Systems	a) Identify and describe the major structures and functions of the circulatory system.	7 BOD-1	d) Describe how healthy food choices and physical activity keep the circulatory system healthy.	7 BOD-1	a) Create a campaign to promote cardiovascular health.	7 BOD-1
	h) Describe how heredity influences growth and development.	7 BOD-1				
Community Involvement			v) Identify the community's financial resources dedicated to promoting health.	7 HP-6		
Healthy Environment	w) Describe human activities that contribute to air, water, soil, and noise pollution.	7 HE-1	t) Describe how a healthy environment is essential to personal and community health.	7 HE-1	u) Demonstrate ways to conserve and promote the conservation of natural resources.	7 HE-1
			u) Evaluate the relationship of social and environmental factors to individual and community health.	7 HE-1		
Health Promotion including	b) Identify ways to increase daily physical activity.	7 HP-2	a) Determine the health benefits of regular physical activity and fitness.	7 HP-2	b) Formulate a plan to increase opportunities for physical activity at home, at school, and in the community.	7 HP-2

Nutrition and Physical Activity	c) Explain the concept of active transportation (walking and biking).	7 HP-2	b) Examine the importance of participating in recreational and leisure activities.	7 HP-2	c) Design and promote safe walking and bike routes to and from school or another location in the community.	7 HP-2
	d) Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance.	7 HP -2	c) Calculate the health benefits of active transportation.	7 HP-2	d) Encourage nutrient-dense food choices at home and at school.	7 HP-1
	e) Analyze the caloric and nutritional value of foods and beverages.	7 HP-1 7 HP-6			e) Encourage peers and family members to eat healthy foods and to be physically active.	7 HP-1 7 HP-2
	f) Describe ways to prevent weather- or climate-related physical conditions such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.	7 HP-3	e) Analyze the effects of nutrition on daily performance.	7 HP-1	f) Create a personal and family plan to meet guidelines for sleep and rest.	7 HP-2
	g) Describe the benefit of eating foods to meet the recommendations for iron, calcium, and fiber.	7 HP-1	f) Determine the cognitive and physical benefits of eating a healthy breakfast.	7 HP-1	g) Promote the importance of regular health and medical screenings and medical examinations.	
	j) Identify consumer protections for health products and services.	7 HP-5	g) Evaluate the accuracy of claims about dietary supplements and popular diets.	7 HP-4 7 HP-5	i) Describe how family practices and customs promote positive health choices.	7 HP-4
	k) Analyze how the school and community can affect personal health practices and behaviors, to include access to and availability of physical, emotional, and social health services; emergency response systems; health care products; and recreational and leisure opportunities.	7 HP-4	h) Use a decision-making process to evaluate daily food intake and nutritional requirements.	7 HP-1	j) Analyze the types of advertising techniques used to influence adolescent and family health practices and decisions.	7 HP-4
	l) Analyze the benefits of stress management and stress-reduction techniques.	7 HP-2	i) Compare current personal sleep and rest habits with recommended guidelines for teenagers.	7 HP-2	k) Evaluate the validity of information from different resources, and share findings with others.	7 HP-4 7 HP-8
			j) Evaluate the impact of sleep and rest on physical and mental performance.	7 HP-2	l) Identify a health care product or service for students, families, schools, or communities.	7 HP-5
			n) Explain the influence of personal and family values and beliefs on individual health practices and behaviors.	7 HP-4	m) Demonstrate how to influence others to make positive health choices.	7 HP-4 7 HP-5
		o) Describe how peers influence healthy and unhealthy behaviors.	7 HP-4 7 SAF-2 7 SAF-3 7 SAF-4			
	m) Recognize harmful and risky behaviors.	7 SAF-1 7 SAF-2 7 SAF-3 7 SAF-4			t) Identify ways to maintain a safe and healthy environment at school and at home.	7 SAF-1

Safety and Injury Prevention	n) Identify potential personal safety issues related to being home alone, caring for others, being in the neighborhood and community, and being online.	7 SAF-1				
Social Emotional Health	l) Analyze the benefits of stress management and stress-reduction techniques.	7 SE-1 7 SE-2	p) Explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for emotional health.	7 SE-1 7 SE-2	n) create strategies to address differences between family values and beliefs and those of friends.	7 SE-1
	m) Recognize harmful and risky behaviors.	7 SE-1	q) Develop achievable goals for handling stressors in healthy ways.	7 SE-1 7 SE-2	p) Promote strategies for coping with disappointment and adversity.	7 SE-1 7 SE-2
	p) Develop strategies for coping with disappointment.	7 SE-1 7 SE-2	r) Explain the importance of a positive (emotionally safe) school climate for school success.	7 SE-1 7 SE-2	q) Promote help-seeking for mental health concerns.	7 SE-1 7 SE-2
	q) Identify physical, social, and emotional factors that affect school success.	7 SE-1 7 SE-2			r) Design an evaluation tool that measures the safety and supportiveness of a school climate.	
	r) Identify the benefits of healthy interpersonal relationships.	7 SE-1				
	s) Recognize the impact of difficult family situations on physical, social, and emotional health.	7 SE-1				
Violence Prevention and Healthy Relationships	m) Recognize harmful and risky behaviors.	7 VP-1	s) Explain why it is important to prevent bullying at school and online.	7 VP-1	o) Create strategies to promote awareness of consequences associated with gang involvement.	7 VP-1
	o) Identify alternatives to gang-related behaviors and acts of violence.	7 VP-1			s) Create a campaign to prevent bullying in school and online.	7 VP-1 7 VP-2 7 VP-3 7 VP-4
	r) Identify the benefits of healthy interpersonal relationships.	7 VP-1				
	t) Differentiate between passive, aggressive, and assertive communication.	7 VP-1				
	u) Explain how violence, bullying, and harassment affect health and safety.	7 VP-1 7 VP-2 7 VP-3 7 VP-4				
	v) Describe the role of empathy in preventing bullying (in school and online).	7 VP-1 7 VP-2				

ATOD = Alcohol, Tobacco, or Other Drugs

BOD = Body Systems

HE = Healthy Environment

HP = Health Promotion

SAF = Safety and Injury Prevention

SE = Social Emotional

VP = Violence Prevention and Healthy Relationships