

Healthy Living 7

General Curriculum Outcomes

Students will be expected to

- A. demonstrate positive self-identity that effectively enables them to manage their health, relationships, and interactions with the world
- B. think critically and make informed decisions to enhance health of self, those around oneself, and within a global context
- C. demonstrate effective communication and interpersonal skills that facilitate positive relationships between themselves and the world

Specific Curriculum Outcomes

Students will be expected to

HEALTHY SELF

- 7.1 identify what they value and set personal goals that contribute to their health and value system
- 7.2 demonstrate an understanding of the aesthetic and ability factors that can influence one's body image and how it can affect participation in physical activity
- 7.3 demonstrate an understanding of the stages of pregnancy and prenatal development
- 7.4 examine influences that impact one's decision-making abilities about alcohol use
- 7.5 demonstrate an understanding of the risks associated with gambling, including no pay gambling sites and identify signs of concern among youth
- 7.6 differentiate between sexual orientation and gender identity
- 7.7 identify ways of maintaining sexual health
- 7.8 apply a series of decision-making steps to potential situations involving risk, including sexual decision making and decision making in relation to the use of alcohol
- 7.9 recognize the relationship between general health and oral health
- 7.10 differentiate between the warning of signs of major depressive disorder, anxiety disorder, attention deficit disorder, recognizing gender differences and the impact of delayed treatment
- 7.11 demonstrate an understanding that mental health is an integral component of health, that there is no shame in expressing a need for mental health support, and to recognize safe people in their lives whom they can trust to help them
- 7.12 identify relationships between their strength, skills, abilities, and interests and their educational plans
- 7.13 select items for and maintain a LifeWork Portfolio

HEALTHY RELATIONSHIPS

- 7.14 describe different types of interpersonal relationships, the importance of respectful and non-violent relationships and examine the positive and negative reasons for starting and ending relationships
- 7.15 examine methods for contraception and the benefits/disadvantages of each method
- 7.16 distinguish between positive and negative peer influence and acquire skills for resisting/asserting oneself in negative peer influence

HEALTHY COMMUNITY

- 7.17 provide leadership among peers and younger school-aged children on active transportation
- 7.18 demonstrate an understanding that communities have resources that youth can access for help for a variety of health issues
- 7.19 recognize there are potential harms arising from use of alcohol, caffeine, and gambling along a continuum of use
- 7.20 analyze positive and negative outcomes of social networking and use of mobile devices
- 7.21 research injuries most common among sport and recreation and identify strategies to protect themselves and others while involved in such experiences
- 7.22 recognize the characteristics of supportive environments within various community contexts for healthy eating, environmental sustainability, physical activity, and non-use of tobacco and alcohol
- 7.23 examine opportunities for physical activity at school, home, and within their community