

ROBERTSON COUNTY SCHOOLS

HEALTH

MASTERY GUIDE

SEVENTH GRADE

FIRST NINE WEEKS

- Display personal grooming habits.
- Describe the structure and functions of the body systems via models, illustrations, games.
- Explain repercussions of risk behaviors on body systems (e.g. smoking, drug use, alcohol, sexual activity, and high fat diet).
- Demonstrate flexibility, muscle strength, muscle endurance, agility, and cardiovascular fitness.
- Describe how physical activity relates to stress management, socialization, and mental acuity.
- Differentiate between long and short-term personal goals.
- Explain the influence that peer pressure has on personal decision-making and goal-setting.
- Assess how communication skills manage emotions and build tolerance.
- Identify and distinguish between refusal skills, negotiation skills, and coping skills.
- Evaluate services and resources provided by community healthcare facilities (e.g. hospitals, nursing homes, public health departments, and YMCAs/YWCAs).

SECOND NINE WEEKS

- Contrast USDA Dietary Guidelines to personal diet.
- Analyze a food label (calories, nutrients, minerals, fat and cholesterol content, serving size, percentage of RDA).
- Explain how nutrients and minerals relate to body growth and development.
- Evaluate how individual food choices are influenced by multiple factors (e.g., ethnic cultures, personal belief systems, advertising, peer pressure, and food fads).
- Describe the prevention, warning signs, and treatment of heart disease, hypertension, cancer, diabetes, obesity, stroke and, asthma/allergies.
- Explain the importance of universal precautions.
- Explain that in terms of the relationship between sexual activity and the risk of being infected with HIV/AIDS or STD's, abstinence from all genital contact is the only sure method of preventing sexual transmission.

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THIRD NINE WEEKS

- Assess behaviors and circumstances that promote seatbelt safety, gun safety, recreational sports, water safety, and poison prevention.
- Assess behaviors and circumstances that promote self-protection skills and assertiveness training.
- List emergency response procedures (e.g. seizures, insect bites, poisoning, falls, allergic reactions, drug overdose, CPR, Heimlich Maneuver, and burns).
- Review types of abuse and evaluate appropriate resources for help.
- Evaluate appropriate use and the consequences of misuse of drugs by reading labels and instructions.
- Analyze peer and media influences regarding tobacco, alcohol, and illegal drug use.
- Describe the quality of a lifestyle free of tobacco, alcohol and drugs.
- Demonstrate awareness of school and community treatment and intervention resources for substance use and abuse.
- Assess the effects of substance use on the unborn child.

FOURTH NINE WEEKS

- Explain the concepts and processes involved in the terms reduce, reuse, and recycle.
- Demonstrate the concepts of reduce, reuse, and recycle in daily life.
- Identify how personal values impact gender discrimination, harassment, domestic violence, and abuses.
- Prepare a chart that lists HIV/STD symptoms, treatments, and complications.
- Identify reasons for abstaining from sexual activity.
- Differentiate between effective and non-effective health products, their uses, and services.
- Identify school and community health information resources (e.g. parents, school nurses, school counselors, teachers, hotlines, and medical/mental health providers).