

Catholic Identity Standards

7.1 Catholic identity standards. The student understands and integrates the content of what is learned into their faith and daily life.*

- 7.1A recognize that every human life is sacred because each person is created and loved by God*
- 7.1B describe ways to take part in/be responsible to the community by discerning and using our God-given gifts*
- 7.1C recognize and oppose unjust social structures and work toward justice for all*
- 7.1D see God at work in all things and as expressed in the sacraments*
- 7.1E connect scripture, tradition, and the models of Mary and the saints to guide, grow, and deepen faith*

Physical Health

7.2 Physical health. The student demonstrates knowledge and skills to make healthy decisions that reduce health risk and enhance health.

Application	Instructional Focus
7.2A Body Systems examine the structure, function, and relationships of body systems and their relevance to personal health	7.2A.1 identify and describe the major structures and functions of the circulatory system 7.2A.2 describe ways to keep the circulatory system healthy
7.2B Nutrition identify and explain healthy eating strategies for enhancing and maintaining personal health	7.2B.1 describe the value of nutrient-dense foods and the benefits of eating foods to meet recommendations for iron, calcium, potassium, vitamin D, and dietary fiber 7.2B.2 analyze the effects of nutrition on daily performance 7.2B.3 identify and use a decision-making process to evaluate daily food intake and nutritional requirements 7.2B.4 explain how allergens can cause an allergic reaction, discuss the concept of an allergen-free zone
7.2C Physical Health obtain, process, and understand basic physical activity information needed to make health promoting decisions	7.2C.1 analyze a variety of media tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health 7.2C.2 identify and describe the impact of immunizations and vaccines to prevent communicable diseases

Mental Health and Wellness

7.3 Mental health and wellness. The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships.

Application	Instructional Focus
7.3A Mental Wellness/Social Emotional Skills identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	7.3A.1 define disordered eating, describe types of eating disorders, as well as their warning signs, risk factors, and protective factors 7.3A.2 identify school and community resources for help and support with eating disorders 7.3A.3 define depression and describe the warning signs, risk factors, and protective factors for anxiety and depression 7.3A.4 identify the body's physical and psychological responses to stress 7.3A.5 analyze and explain the benefits of emotional flexibility, stress management, and stress- reduction and develop strategies for coping with disappointment, stress, anxiety, anger, and adversity

Safety and Prevention

7.4 Safety and prevention. The student describes ways to prevent common childhood injuries and health problems.

Application	Instructional Focus
7.4A Disease Prevention understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make decisions	7.4A.1 describe how the school and community can impact personal health practices and behaviors (e.g. available services, recreation, etc.) 7.4A.2 define public health and identify government agencies and community services that provide consumer protections for health products and services
7.4B Safety & Injury Prevention identify and demonstrate safety and first aid knowledge to prevent and treat injuries	7.4B.1 explain the need for school safety drills exploring potential consequences of following and not following safety protocols
7.4C Violence Prevention understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	7.4C.1 identify the characteristics of healthy interpersonal relationships emphasizing empathy, compassion, and acceptance of others 7.4C.2 describe situations that can cause a range of emotions and feelings, and describe how to recognize these emotions 7.4C.3 develop strategies to identify, express, and cope with disappointment, stress, anxiety, anger, and adversity 7.4C.4 demonstrate healthy verbal, nonverbal, written, and visual communication

*Catholic identity

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<p>7.4D Substance Abuse Prevention understand the difference between use and misuse of different substances and their impact on health</p>	<p>7.4D.1 define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products 7.4D.2 explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors 7.4D.3 explain the purpose of the Food and Drug Administration (FDA), and differentiate between FDA-approved and non-FDA-approved substance 7.4D.4 identify types of advertising techniques used in a variety of media, including social media that may influence adolescents’ decisions concerning alcohol, tobacco and nicotine products, and other drugs 7.4D.5 identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills)</p>
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Environmental Health	
7.5 Community and environmental health. The student explains the environmental impact on health.	
Application	Instructional Focus
<p>7.5A Community Health describe ways in which safe and healthy school and community environments can promote personal health</p>	<p>7.5A.1 describe human behaviors that contribute to air, water, soil, and noise pollution 7.5A.2 explain how environmental health is essential to personal and community health 7.5A.3 demonstrate ways to conserve and promote the conservation of natural resources</p>