

Alcohol, Tobacco, and Other Drugs

This concept area focuses on essential content students need to know about alcohol, caffeine, inhalants, nicotine, over-the-counter and prescription medicines, and illegal drugs.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Developing strategies for healthy practices and behaviors that will maintain or improve the health of self and others, (e.g., finding healthy ways to meet personal needs and manage stress without using alcohol, tobacco, or other drugs, avoiding riding in vehicles with drug or alcohol impaired drivers).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Describing the benefits of abstaining from the use of alcohol, tobacco, and other drugs, (e.g., financial, legal, addiction, emotional health).
- b. Analyzing the effects that risky behaviors have on personal health, (e.g., relationship between using alcohol and other drugs and other risks such as injuries, violence, suicide, sexual risk behaviors).
- c. Differentiating between proper use and abuse of over-the-counter and other drugs.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by...

- a. Analyzing how messages from the media, friends, family, and culture influence young people to use alcohol, tobacco, and other drugs.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Demonstrating the ability to analyze and locate valid sources of accurate information and assistance from a variety of places (e.g., school, community, internet) regarding alcohol, tobacco, and other drug use.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating resistance/refusal and negotiation skills to counter pressure to use tobacco, alcohol, or other drugs.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by....

- a. Demonstrate individual and collaborative decision-making process to resolve situations related to alcohol, tobacco and drug use, (e.g., protecting oneself from alcohol and other drug use, avoid riding with an impaired driver).

Family, Social and Sexual Health

This concept area focuses on essential content students need to know about personal and family relationships, growth and development, sexuality education, including abstinence, and sexually transmitted infection, including HIV/AIDS.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Developing strategies that promote positive health for adolescents, (e.g., coping with concerns and stress related to the changes in adolescence; dealing with sexual pressures, relationships).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Describing changes that occur during adolescence and their effects on emotions, behaviors, and relationships.
- b. Examining the diversity of family structures and changes that can occur, (e.g., birth, adoption, marriage, divorce, death).
- c. Explaining the process of human reproduction, including conception, prenatal development and birth.
- d. Identifying the social, emotional, and physical benefits of healthy behaviors, (e.g., setting personal limits/boundaries, abstaining from sex).
- e. Analyzing the effects that risky behaviors have on personal health.
- f. Identifying symptoms, risk factors, cause, transmission, treatment and prevention of sexually transmitted infections, including HIV/AIDS.
- g. Identifying effective methods to prevent HIV, sexually transmitted infections, and pregnancy.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Analyzing how messages from media (e.g., teen magazines, videos, Internet) influence both health behaviors and the selection of health information, products, and services.
- b. Analyzing influences on sexual behavior, (e.g., family, peers, religion, media, culture, internal factors).
- c. Analyzing the effect of technology on personal and family relationships.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Analyzing school and community health services available for support and information for a variety of health issues.
- b. Analyzing the validity of health information, products, and services from a variety of sources including the Internet.
- c. Demonstrating the ability to locate appropriate health products and services.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating resistance/refusal and negotiation skills to enhance health and interpersonal relationships.
- b. Identifying barriers to effective communication of information, ideas, feelings and opinions about health issues.
- c. Demonstrating ways to influence and support others in making positive health choices.

Health Education Grade Expectations

Grades 7-8

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health by.....

- a. Setting a goal to improve sexual health, (e.g., sexual abstinence, setting personal boundaries and limits).

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by.....

- a. Describing how their decisions impact the health of themselves and others.

Mental and Emotional Health

This concept area focuses on essential content students need to know to handle emotions in positive ways, anger and conflict management, stress management, respect, and mental health issues, including depression and suicide.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Developing healthy stress management techniques for reducing, avoiding or coping with stress.
- b. Differentiating between situations that require care and concern among friends or require getting the support and help of caring adults, (e.g., getting help vs. tattling).

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Identifying strategies that promote emotional and mental health, (e.g., connectiveness, communication).
- b. Describing characteristics and conditions associated with positive self-esteem/image.
- c. Describing the warning signs, behaviors, risk factors, and protective factors for depression and suicide.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Describing how school, family and peers influence the health choices and behaviors of individuals.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Analyzing school and community health services available for support and information with problems related to emotional or mental health concerns, including the risk of suicide.
- b. Demonstrating how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating ways to respond appropriately to feelings expressed by others.
- b. Demonstrating ways to show respect for diversity, (e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, age, socioeconomics).
- c. Demonstrate the ability to use mediation and negotiation skills to resolve conflict.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by....

- a. Demonstrating individual and collaborative decision-making processes to resolve problems.

Nutrition and Physical Activity

This concept area focuses on essential content students need to know about nutrition and physical activity.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Developing strategies for healthy practices to maintain or improve health, (e.g., healthy food preparation techniques, incorporating enjoyable moderate-intensity physical activities into daily routine).
- b. Analyzing characteristics of restaurant menu items and methods of preparation to identify healthier food choices, including fast food.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Explaining the relationship between healthy eating habits, hydration, and physical activity and the prevention of disease.
- b. Analyzing the effects that risky behaviors have on personal health, (e.g., eating disorders affect on personal health, health-related conditions due to the lack or excess of certain nutrients and food supplements and lack of exercise).

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Analyzing how messages from media, school, family, and peers influence eating behaviors, food choices and exercise.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Analyzing the validity of health information, products, and services from a variety of sources including the Internet about the nutritional value of foods, healthy weight management, and eating disorders.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrate the ability to use a variety of communication methods for accurately expressing information and ideas about healthy eating and physical activity.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health by....

- a. Making a personal plan for improving one's nutrition and incorporating physical activity into daily routines.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by....

- a. Describing how their decisions impact the health of themselves and others, (e.g., poor food handling practices, short-term consequences of unhealthy food choices).

Personal Health and Wellness

This concept area focuses on essential content students need to know about personal hygiene, including dental care, and disease prevention.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Developing strategies and skills for healthy practices and behaviors that will maintain or improve the health of self and others.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Describing how lifestyle, pathogens, family history and other risk factors are related to the cause and prevention of disease and other health problems.
- b. Explaining the relationship between positive health behaviors and the prevention of disease, (e.g., importance of sleep and rest, daily health care practices, healthy diet and physical activity).
- c. Explaining how appropriate health care can prevent premature death and disability, (e.g., health screenings, self-examinations, immunizations).
- d. Differentiating between communicable, chronic and degenerative disease processes.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Analyzing the effect of society (e.g., culture) and science (e.g., technology) on personal health behaviors and use of health services.
- b. Describing how school, family, and peers influence the health practices of individuals, (e.g., sun safety, immunizations, access health care).

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Analyzing the validity of health information products, and services from a variety of sources including the internet.
- b. Demonstrating the ability to locate health products and services related to personal health issues and concerns.

HE5: Interpersonal Communication

Students will demonstrate the use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating the ability to advocate for health promoting opportunities for self and others, including assertive consumerism.

HE6: Goal Setting

Students will demonstrate the ability to set personal goals to enhance health by....

- a. Developing a plan to attain personal health goals by addressing results of a personal health assessment, (e.g., personal strengths, values, beliefs, needs and health risks).

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by....

- a. Demonstrating individual and collaborative decision-making processes to resolve health problems.

Violence and Injury Prevention

This concept area focuses on essential content students need to know about fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; use of protective equipment, including seatbelts; personal safety; and violence prevention, including bullying, hazing, and harassment.

HE1: Self Management

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Developing injury prevention and response strategies for personal safety, (e.g., avoiding or escaping potentially dangerous situations).
- b. Demonstrating basic first aid, (e.g., calling for assistance, CPR, rescue breathing, care for poisonings, controlling bleeding).
- c. Demonstrating strategies to avoid or prevent fighting, bullying and other forms of violence.

HE2: Core Concepts

Students will show an understanding of health promotion and disease prevention concepts by....

- a. Identifying the benefits of healthy behaviors and the relationship to the prevention of injury and premature death.
- b. Describing safety rules for sports, recreational activities, including the use of helmets and proper use of equipment.
- c. Differentiating between hazing, harassment, bullying and respectful interactions & relationships.
- d. Describing the consequences of bullying, cyber-bullying, hazing, harassment and violence, (e.g., legal, social, emotional).
- e. Describing the characteristics of healthy and harmful relationships.
- f. Describing benefits of using non-violence to solve interpersonal conflict.

HE3: Analyzing Influences

Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors by....

- a. Analyzing how messages from the media influence safety and violence-related behavior.
- b. Describing how school, family, and peers influence the choices of individuals related to safety and violence.

HE4: Accessing Information

Students will demonstrate the ability to access valid information and/or resources about health issues, services and products by....

- a. Analyzing appropriate school, community, and internet resources to access when dealing with problems or situations related to violence and safety.

HE5: Interpersonal Communication

Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....

- a. Demonstrating the ability to use mediation and negotiation skills to resolve conflict.
- b. Demonstrating effective communication skills (e.g., assertiveness, refusal, negotiation) to avoid potentially violent or unsafe situations.
- c. Demonstrating how to report situations that could lead to injury or violence.
- d. Demonstrating the ability to advocate for a positive, respectful, and violence-free school environment.

HE7: Decision Making

Students demonstrate the ability to make decisions that lead to better health by....

- a. Applying individual and collaborative decision-making processes to resolve safety and violence-related situations, including responding to witnessing harassment, bullying or other interpersonal violence.