

Alcohol, Tobacco, And Other Drug Prevention (ATOD)

	ard 1: Functional Knowledge	
Students will comprehend concepts related to health promotion and disease prevention to enhance health. Benchmark Indicators		
S1.1.8.	Students will comprehend developmentally	S1.1.ATOD.1.6. Explain the addictive nature of
	appropriate, functional health information	substances.
	to help them adopt healthy behaviors in the	S1.1.ATOD.2.6. Describe the dangers of
	following health content areas: Alcohol,	experimentation with tobacco.
	Tobacco, and other Drugs, Healthy Eating,	S1.1.ATOD.3.6. Distinguish between proper use and
	Mental and Emotional Health, Personal	abuse of over-the-counter and prescription medicines.
	Health and Wellness, Human Growth and	S1.1.ATOD.4.6. Describe situations that could lead to
	Development, Healthy Relationships, Safety,	the use of tobacco, vaping, or e-cigarettes.
	Violence Prevention.	S1.1.ATOD.5.6. Describe how vaping/e-cigs are not a
		safe alternative to tobacco use.
		S1.1.ATOD.6.6. Describe how experimenting with tobacc
		vaping, or e-cigarettes can lead to continued or other dr
		use.
		S1.1.ATOD.7.6. Summarize the benefits of being
		tobacco-free.
		S1.1.ATOD.8.6. Summarize the negative short and long-
		term physical, mental, social, legal, and economic
		consequences of using tobacco, vaping, or e-cigarettes
		including consequences of second hand smoke.
Jennin	ara j. Vuaivina intillancas	
Stude behav	iors.	ulture, media, technology and other factors on health
Stude behav Benchm	nts will analyze the influence of family, peers, c iors. ark	Indicators
Stude behav	nts will analyze the influence of family, peers, coiors. ark Explain the influence of school rules and	Indicators S2.1.ATOD.1.6. Explain the influence of school rules
Stude behav Benchm	nts will analyze the influence of family, peers, coiors. ark Explain the influence of school rules and community laws on health practices and	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or e-
Studen behav Benchm S2.1.8.	nts will analyze the influence of family, peers, coiors. ark Explain the influence of school rules and community laws on health practices and behaviors.	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or ecigarettes use.
Studen behav Benchm S2.1.8.	nts will analyze the influence of family, peers, coiors. ark Explain the influence of school rules and community laws on health practices and behaviors. Explain how perceptions of norms influence	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or ecigarettes use. S2.2.ATOD.2.6. Explain how perceptions of norms can
Studen behav Benchm S2.1.8.	nts will analyze the influence of family, peers, coiors. ark Explain the influence of school rules and community laws on health practices and behaviors. Explain how perceptions of norms influence healthy and unhealthy practices and	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or ecigarettes use. S2.2.ATOD.2.6. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use.
Studen behav Benchm S2.1.8.	ark Explain the influence of school rules and community laws on health practices and behaviors. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or ecigarettes use. S2.2.ATOD.2.6. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use. S2.3.ATOD.3.6. Explain how social expectations can
Studen behav Benchm S2.1.8.	hts will analyze the influence of family, peers, coiors. ark Explain the influence of school rules and community laws on health practices and behaviors. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. Explain how social expectations influence	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or ecigarettes use. S2.2.ATOD.2.6. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use. S2.3.ATOD.3.6. Explain how social expectations can influence tobacco, vaping, or e-cigarettes use.
Studen behav Benchm S2.1.8.	ents will analyze the influence of family, peers, coiors. ark Explain the influence of school rules and community laws on health practices and behaviors. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. Explain how social expectations influence healthy and unhealthy practices and	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or ecigarettes use. S2.2.ATOD.2.6. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use. S2.3.ATOD.3.6. Explain how social expectations can influence tobacco, vaping, or e-cigarettes use. S2.4.ATOD.4.6. Explain how personal values and beliefs
Studen behav Benchm S2.1.8. S2.2.8.	ark Explain the influence of school rules and community laws on health practices and behaviors. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. Explain how social expectations influence healthy and unhealthy practices and behaviors.	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or ecigarettes use. S2.2.ATOD.2.6. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use. S2.3.ATOD.3.6. Explain how social expectations can influence tobacco, vaping, or e-cigarettes use. S2.4.ATOD.4.6. Explain how personal values and beliefs can influence tobacco, vaping, or e-cigarettes use.
Studen behav Benchm \$2.1.8.	ark Explain the influence of school rules and community laws on health practices and behaviors. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. Explain how social expectations influence healthy and unhealthy practices and behaviors. Explain how social expectations influence healthy and unhealthy practices and behaviors. Explain how personal values and beliefs	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or ecigarettes use. S2.2.ATOD.2.6. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use. S2.3.ATOD.3.6. Explain how social expectations can influence tobacco, vaping, or e-cigarettes use. S2.4.ATOD.4.6. Explain how personal values and beliefs can influence tobacco, vaping, or e-cigarettes use. S2.6.ATOD.5.6. Analyze how relevant influences of
Studen behav Benchm S2.1.8. S2.2.8.	ents will analyze the influence of family, peers, colors. ark Explain the influence of school rules and community laws on health practices and behaviors. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. Explain how social expectations influence healthy and unhealthy practices and behaviors. Explain how social expectations influence healthy and unhealthy practices and behaviors. Explain how personal values and beliefs influence personal health practices and	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or ecigarettes use. S2.2.ATOD.2.6. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use. S2.3.ATOD.3.6. Explain how social expectations can influence tobacco, vaping, or e-cigarettes use. S2.4.ATOD.4.6. Explain how personal values and beliefs can influence tobacco, vaping, or e-cigarettes use. S2.6.ATOD.5.6. Analyze how relevant influences of family and culture can affect tobacco, vaping, or e-
Studen behav Benchm S2.1.8. S2.2.8. S2.3.8.	ark Explain the influence of school rules and community laws on health practices and behaviors. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. Explain how social expectations influence healthy and unhealthy practices and behaviors. Explain how social expectations influence healthy and unhealthy practices and behaviors. Explain how personal values and beliefs influence personal health practices and behaviors.	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or ecigarettes use. S2.2.ATOD.2.6. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use. S2.3.ATOD.3.6. Explain how social expectations can influence tobacco, vaping, or e-cigarettes use. S2.4.ATOD.4.6. Explain how personal values and beliefs can influence tobacco, vaping, or e-cigarettes use. S2.6.ATOD.5.6. Analyze how relevant influences of family and culture can affect tobacco, vaping, or e-cigarettes use.
Studen behav Benchm S2.1.8. S2.2.8.	ents will analyze the influence of family, peers, colors. ark Explain the influence of school rules and community laws on health practices and behaviors. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. Explain how social expectations influence healthy and unhealthy practices and behaviors. Explain how social expectations influence healthy and unhealthy practices and behaviors. Explain how personal values and beliefs influence personal health practices and	Indicators S2.1.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or ecigarettes use. S2.2.ATOD.2.6. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use. S2.3.ATOD.3.6. Explain how social expectations can influence tobacco, vaping, or e-cigarettes use. S2.4.ATOD.4.6. Explain how personal values and beliefs can influence tobacco, vaping, or e-cigarettes use. S2.6.ATOD.5.6. Analyze how relevant influences of family and culture can affect tobacco, vaping, or e-



Grades 6-8: Learning Outcomes

e Ohio Association I Education, Recre	n for Health,	Learning Saccomes
S2.9.8.	Analyze how relevant influences of peers	
	affect personal health practices and	
	behaviors.	
Standa	ard 4: Interpersonal Communication Skills	
	· · · · · · · · · · · · · · · · · · ·	sonal communication skills to enhance health and avoid
	uce health risks.	T
Benchm		Indicators
S4.1.2.	Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	S4.1.ATOD.1.6. Demonstrate the use of effective verbal and nonverbal communication to avoid misusing prescription medication.
S4.3.2.	Demonstrate effective peer resistance skills to avoid or reduce health risks	S4.1.ATOD.2.6. Demonstrate the use of effective verbal and nonverbal communication skills to avoid
		experimenting with or using tobacco, vaping, or e-cigarettes.
		S4.1.ATOD.3.6. Demonstrate the use of effective verba
		and nonverbal communication skills to avoid exposure
		to secondhand smoke.
		S4.3.ATOD.4.6. Demonstrate effective peer resistance
		skills to avoid experimenting with or using tobacco,
		vaping, or e-cigarettes.
Standard	d 5: Decision-Making Skills: Students will demo	onstrate the ability to use decision-making skills to
enhance		
Benchm		Indicators
S5.1.8.	Identify circumstances that help or hinder	S5.1.ATOD.1.6. Identify circumstances that help or
	healthy decision making.	hinder making a decision to avoid using tobacco,
S5.2.8.	Determine when situations require a health-	vaping, or e-cigarettes.
	related decision.	S5.2.ATOD.2.6. Determine when situations require a
S5.3.8.	Distinguish when health-related decisions should be made individually or with the help	decision related to tobacco, vaping, or e-cigarette use (e.g., when offered a cigarette by a peer).
S5.4.8.	of others. Explain how family, culture, media, peers,	S5.3.ATOD.3.6. Distinguish when decisions related to tobacco, vaping, or e-cigarette use should be made
	and personal beliefs affect a health-related	individually or with help of others.
CE E 0	decision.	S5.4.ATOD.4.6. Explain how family, culture, media,
S5.5.8.	Distinguish between healthy and unhealthy alternatives of a health-related decision.	peers, and personal beliefs affect a decision related to
S5.6.8.	Predict the potential outcomes of healthy	tobacco, vaping, or e-cigarette use. S5.5.ATOD.5.6. Distinguish between healthy and
33.0.0.	and unhealthy alternatives to a health-	unhealthy alternatives of a decision related to tobacco
	related decision.	vaping, or e-cigarette use.
S5.7.8.	Choose a healthy alternative when making a	S5.6.ATOD.6.6. Predict the potential outcomes of
JJ.1.0.	health-related decision.	healthy and unhealthy alternatives to a decision
S5.8.8.	Analyze the effectiveness of a final outcome	related to tobacco, vaping, or e-cigarette use.
	of a health-related decision.	S5.7.ATOD.7.6. Choose a healthy alternative when
		making a decision related to tobacco, vaping, or e-
		cigarette use.
		S5.8.ATOD.8.6. Analyze the effectiveness of a final
		outcome of a decision related to tobacco, vaping, or e

cigarette use.



SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grada 6 (ATOD)

Grade 6 (ATOD) - Supportive			
	ard 3: Accessing Resources nts will demonstrate the ability to access valid in	nformation, products, and services to enhance health.	
Benchm	ark	Indicators	
S3.1.8.	Analyze the validity and reliability of health information.	S3.1.ATOD.1.6. Analyze the validity and reliability of information about over-the-counter and prescription	
S3.4.8.	Describe situations that call for professional	medicines.	
	health services.	S3.1.ATOD.2.6. Analyze the validity and reliability of	
S3.6.8.	Access valid and reliable health information from home, school or community.	information about tobacco, vaping, or e-cigarette products.	
S3.7.8.	Locate valid and reliable health products.	S3.4.ATOD.3.6. Describe situations that call for	
		professional substance use treatment services.	
		S3.6.ATOD.4.6. Access valid and reliable substance use	
		prevention information.	
		S3.7.ATOD.5.6. Locate valid and reliable tobacco use	
		cessation products.	
	ard 8: Advocacy Skills		
Stude	nts will demonstrate the ability to advocate for	personal, family, and community health.	
Benchmark		Indicators	
S8.1.8.	State a health-enhancing position, supported with accurate information, to improve the health of others.	S8.1.ATOD.1.6. State a health-enhancing position about being tobacco,-free, supported with accurate information, to improve the health of others.	
S8.2.8.	Persuade others to make positive health choices.	S8.2.ATOD.2.6. Persuade others to be tobacco-free. S8.4.ATOD.3.6. Develop a plan of action to encourage peers	
S8.4.8.	Demonstrate how to adapt positive health- related messages for different audiences.	to be tobacco-free.	



Grades 6-8: Learning Outcomes

Grade 7 (ATOD) - Essential

Standa	Standard 1: Functional Knowledge		
Students will comprehend concepts related to health		promotion and disease prevention to enhance health.	
Benchmark		Indicators	
Bench S1.1.8.	mark Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.ATOD.1.7. Describe the dangers of experimentation with AOD. S1.1.ATOD.2.7. Distinguish between proper use and abuse of over-the-counter and prescription medicines, including opioids. S1.1.ATOD.3.7. Summarize the negative short and long-term physical, mental, social, legal, and economic consequences of using alcohol and other drugs including riding with a driver under the influence. S1.1.ATOD.4.7. Describe the benefits of being alcohol and drug free. S1.1.ATOD.5.7. Describe positive alternatives to using alcohol and other drugs. S1.1.ATOD.6.7. Describe situations that could lead to the use of alcohol and other drugs. S1.1.ATOD.7.7. Explain school policies and community	
		laws about alcohol, and other drugs. S1.1.ATOD.8.7. Explain the possible dangers of using	

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health

multiple substances simultaneously.

behaviors.		
Benchmark		Indicators
S2.1.8.	Explain the influence of school rules and community laws on health practices and behaviors.	S2.1.ATOD.1.7. Explain the influence of school rules and community laws on alcohol and other drug use. S2.2.ATOD.2.7. Explain how perceptions of norms can
S2.2.8.	Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	influence alcohol and other drug use. S2.3.ATOD.3.7. Explain how social expectations can influence alcohol and other drug use.
S2.3.8.	Explain how social expectations influence healthy and unhealthy practices and behaviors.	S2.4.ATOD.4.7. Explain how personal values and beliefs can influence alcohol and other drug use. S2.5.ATOD.5.7. Describe how alcohol and other
S2.4.8.	Explain how personal values and beliefs influence personal health practices and behaviors.	drug use can influence the likelihood of engaging in other unhealthy behaviors. S2.8.ATOD.6.7. Analyze how media can influence
S2.5.8.	Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	alcohol and other drug use.
S2.8.8.	Analyze how relevant influences of media and technology affect personal health practices and behaviors.	



S3.8.8.

Locate valid and reliable health services.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Standard 4: Interpersonal Communication Skills
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid
or reduce health risks.

Benchmark		Indicators
S4.1.2.	Demonstrate the use of effective verbal and	S4.1.ATOD.1.7. Demonstrate the use of effective verbal
34.1.2.	nonverbal communication skills to enhance	and nonverbal communication to avoid experimenting
	health.	with or using alcohol or other drug use (including
S4.3.2.	Demonstrate effective peer resistance skills	medications not prescribed for them).
54.5.2.	to avoid or reduce health risks.	S4.1.ATOD.2.7. Demonstrate the use of effective verbal
	to avoid of reduce nearth risks.	and nonverbal communication to avoid riding in a motor
		vehicle with a driver who is under the influence of alcohol or
		other drugs.
		S4.3.ATOD.3.7. Demonstrate effective peer resistance skills
		to avoid experimenting with or using alcohol or other drug
	1.2.1	use (including medications not prescribed for them).
	d 8: Advocacy Skills	annual familia and annual to be tile
Students will demonstrate the ability to advocate for personal, family, and community health.		
Benchm		Indicators
S8.1.8.	State a health-enhancing position, supported	S8.1.ATOD.1.7. State a health-enhancing position about
	with accurate information, to improve the health of others.	being tobacco, alcohol- and other drug-free, supported with accurate information, to improve the health of others.
S8.2.8.	Persuade others to make positive health	S8.2.ATOD.2.7. Persuade others to be tobacco (vaping/e-
30.2.0.	choices.	cig), alcohol, or drug-free.
S8.3.8.	Collaborate with others to advocate for	S8.2.ATOD.3.7. Persuade others to avoid riding in a motor
50.5.0.	healthy individuals, families and schools.	vehicle with a driver who is under the influence of alcohol or
	medicity individuals, families and series is	other drugs.
		S8.3.ATOD.4.7. Develop a plan of action to encourage
611006		peers to be ATOD free.
		nhance their health education curriculum, these supportive
SKIIIS O	and their performance indicators are recommend	ea additions to the essential standards.
Gra	ade 7 (ATOD) - Suppor	tive
Standa	ard 3: Accessing Resources	
Stude	nts will demonstrate the ability to access valid i	nformation, products, and services to enhance health.
Benchm	ark	Indicators
S3.1.8.	Analyze the validity and reliability of health	S3.1.ATOD.1.7. Analyze the validity and reliability of
	information.	information about alcohol and other drugs.
S3.6.8.	Access valid and reliable health information	S3.3.ATOD.2.7. Describe situations that call for
	from home, school or community.	professional alcohol or other drug use treatment
1		

S3.6.ATOD.3.7. Access valid and reliable alcohol or other

S3.8.ATOD.4.7. Locate valid and reliable alcohol or drug

drug use prevention information.

use treatment programs.



Grades 6-8: Learning Outcomes

	Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchmark		Indicators	
S5.1.8. S5.2.8.	Identify circumstances that help or hinder healthy decision making. Determine when situations require a health-related decision.	S5.1.ATOD.1.7. Identify circumstances that help or hinder making a decision to be alcohol- and other drug-free. S5.2.ATOD.2.7. Determine when situations related	
\$5.3.8.	Distinguish when health-related decisions should be made individually or with the help of others.	to alcohol and other drug use require a decision. S5.3.ATOD.3.7. Distinguish when decisions related to alcohol and other drug use should be made	
\$5.4.8.	Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	individually or with the help of others. S5.4.ATOD.4.7. Explain how family, culture, media, peers, and personal beliefs affect a decision related to	
\$5.5.8.	Distinguish between healthy and unhealthy alternatives of a health-related decision.	alcohol and other drug use.	
S5.6.8.	Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.5.ATOD.5.7. Distinguish between healthy and unhealthy alternatives of a decision related to alcohol and other drug use.	
S5.7.8.	Choose a healthy alternative when making a health-related decision.	S5.6.ATOD.6.7. Predict the potential outcomes of healthy and unhealthy alternatives to a decision	
S5.8.8.	Analyze the effectiveness of a final outcome of a health-related decision.	related to alcohol and other drug use. S5.7.ATOD.7.7. Choose a healthy alternative when making a decision related to alcohol and other drug	
		use. S5.8.ATOD.8.7. Analyze the effectiveness of a final outcome of a decision related to alcohol and other drug use.	



Grade 8 (ATOD) - Essential		
Standard 1: Functional Knowledge		
Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
Benchmark		Indicators
S1.1.8.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.ATOD.1.8. Summarize the dangers of experimenting with marijuana. S1.1.ATOD.2.8. Summarize the negative short and long-term physical, mental, social, legal, and economic consequences of using of marijuana. S1.1.ATOD.3.8. Determine reasons why people choose to use or not to use marijuana. S1.1.ATOD.4.8. Describe situations that could lead to the use marijuana. S1.1.ATOD.5.8. Explain why using marijuana is an unhealthy way to manage stress. S1.1.ATOD.6.8. Explain school policies and community laws about marijuana. S1.1.ATOD.7.8. Determine the benefits of being marijuana free. S1.1.ATOD.8.8. Describe positive alternatives to using
		marijuana.
Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.		
Benchm	ark	Indicators
S2.1.8.	Explain the influence of school rules and community laws on health practices and behaviors.	S2.1.ATOD.1.8. Explain the influence of school rules and community laws on marijuana use. S2.2.ATOD.2.8. Explain how perceptions of norms can
\$2.2.8. \$2.3.8.	Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. Explain how social expectations influence	influence marijuana use. S2.3.ATOD.3.8. Explain how social expectations can influence marijuana use. S2.4.ATOD.4.8. Explain how personal values and beliefs can
32.3.0.	Explain now social expectations innactice	influence marijuana use

healthy and unhealthy practices and

Explain how personal values and beliefs influence personal health practices and

Describe how some health risk behaviors influence the likelihood of engaging in other

behaviors.

behaviors.

unhealthy behaviors.

S2.4.8.

S2.5.8.

influence marijuana use.

S2.5.ATOD.5.8. Describe how marijuana use can influence

the likelihood of engaging in other unhealthy behaviors.



Benchm	ark	Indicators
S4.1.8.	Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	S4.1.ATOD.1.8. Demonstrate the use of effective verbal and nonverbal communication to avoid experimenting with marijuana.
\$4.3.8.	Demonstrate effective peer resistance skills to avoid or reduce health risks.	S4.1.ATOD.2.8. Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle
S4.7.8.	Demonstrate how to effectively communicate empathy and support for others.	with a driver who is under the influence of marijuana. S4.3.ATOD.3.8. Demonstrate effective peer resistance skills to avoid experimenting with or using marijuana.
		S4.7.ATOD.4.8. Demonstrate how to communicate empathy and support for a friend or family member trying to quit using ATOD.
		S4.7.ATOD.5.8. Demonstrate how to seek help for a friend o family member to help them quit using ATOD.
Stude	ard 5: Decision-Making Skills nts will demonstrate the ability to use decision-	
Benchm	ark	Indicators
S5.1.8.	Identify circumstances that help or hinder healthy decision making.	S5.1.ATOD.1.8. Identify circumstances that help or hinder making a decision to be marijuana free.
S5.2.8.	Determine when situations require a health-related decision.	S5.2.ATOD.2.8. Determine when situations require a decision related to marijuana use (e.g., when offered
S5.3.8.	Distinguish when health-related decisions should be made individually or with the help of others.	an unknown pill by a peer). S5.3.ATOD.3.8. Distinguish when decisions related to marijuana use should be made individually or with help
S5.4.8.	Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	of others. S5.4.ATOD.4.8. Explain how family, culture, media, peers, and personal beliefs affect a decision related to
\$5.5.8.	Distinguish between healthy and unhealthy alternatives of a health-related decision.	marijuana use. S5.5.ATOD.5.8. Distinguish between healthy and
S5.6.8.	Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	unhealthy alternatives of a decision related to marijuana use. S5.6.ATOD.6.8. Predict the potential outcomes of
S5.7.8.	Choose a healthy alternative when making a health-related decision.	healthy and unhealthy alternatives to a decision related to marijuana use.
S5.8.8.	Analyze the effectiveness of a final outcome of a health-related decision.	S5.7.ATOD.7.8. Choose a healthy alternative when making a decision related to marijuana use. S5.8.ATOD.8.8. Analyze the effectiveness of a related to marijuana final outcome of a decision use.



SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 8 (ATOD) - Supportiv	Grade	8 (A100) - 5	upportive
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Grade 8 (ATOD) - Supportive			
Standard 3: Accessing Resources			
Studer	Students will demonstrate the ability to access valid information, products, and services to enhance health.		
Benchm	ark	Indicators	
S3.1.8.	Analyze the validity and reliability of health	S3.1.ATOD.1.8. Analyze the validity and reliability of	
	information.	information about marijuana.	
S3.4.8.	Describe situations that call for professional	S3.4.ATOD.2.8. Describe situations that call for	
	health services.	professional treatment services for marijuana use.	
S3.6.8.	Access valid and reliable health information	S3.6.ATOD.3.8. Access valid and reliable marijuana	
	from home, school or community.	prevention information.	
S3.8.8.	Locate valid and reliable health services.	S3.8.ATOD.4.8. Locate valid and reliable drug use	
		treatment programs.	
Standard 8: Advocacy Skills			
Studer	Students will demonstrate the ability to advocate for personal, family, and community health.		
Benchmark		Indicators	
S8.1.8.	State a health-enhancing position, supported	S8.1.ATOD.1.8. State a health-enhancing position about	
	with accurate information, to improve the	being tobacco, alcohol, marijuana, and other drug-free,	
	health of others.	supported with accurate information, to improve the health	
S8.2.8.	Persuade others to make positive health	of others.	
	choices.	S8.2.ATOD.2.8. Persuade others to be tobacco, alcohol,	
S8.3.8.	Collaborate with others to advocate for	marijuana, and other drug-free.	
	healthy individuals, families and schools.	S8.2.ATOD.3.8. Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol,	
		marijuana, or other drugs.	
		S8.3.ATOD.4.8. Develop a plan of action to encourage peers	
		to be tobacco, alcohol, marijuana, and other drug-free.	



Healthy Eating (HE)

Grade 6 (HE) - Essential			
Standa	Standard 1: Functional Knowledge		
Studer	nts will comprehend concepts related to health	promotion and disease prevention to enhance health.	
Bench	mark	Indicators	
S1.1.8.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.HE.1.6. Classify the amount of food from each food group that a person needs each day. S1.1.HE.2.6. Identify serving sizes for common food items. S1.1.HE.3.6. Summarize a variety of nutritious food choices for each food group. S1.1.HE.4.6. Describe the <i>U.S. Dietary Guidelines for Americans</i> . S1.1.HE.5.6. Explain why the recommended amount of food a person needs each day may be different for each food group. S1.1.HE.6.6. Summarize the benefits of eating plenty of fruits and vegetables.	
Standa	ard 3: Accessing Resources	Traits and vegetables.	
		nformation, products, and services to enhance health.	
Benchm		Indicators	
S3.1.8. S3.2.8.	Analyze the validity and reliability of health information. Analyze the validity and reliability of health	S3.1,2,3.HE.1.6. Analyze the validity and reliability of nutrition information, products, and services. S3.6.HE.2.6. Access valid and reliable nutrition	
33.2.6.	products.	information from home, school, or community.	
S3.3.8.	Analyze the validity and reliability of health services.	S3.7,8.HE.3.6. Locate valid and reliable nutrition products and services.	
\$3.6.8.	Access valid and reliable health information from home, school or community.		
\$3.7.8. \$3.8.8.	Locate valid and reliable health products. Locate valid and reliable health services.		



SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 6 (HE) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark		Indicators
S2.1.8.	Explain the influence of school rules and	S2.1.HE.1.6. Explain the influence of school rules and
	community laws on health practices and	community laws on food choices.
	behaviors.	S2.2.HE.2.6. Explain how perceptions of norms influence
S2.2.8.	Explain how perceptions of norms influence	food choices.
	healthy and unhealthy practices and	S2.3.HE.3.6. Explain how social expectations influence
	behaviors.	food choices.
S2.3.8.	Explain how social expectations influence	S2.4.HE.4.6. Explain how personal values and beliefs
	healthy and unhealthy practices and	influence food choices.
	behaviors.	S2.6.HE.5.6. Analyze how relevant influences of family
S2.4.8.	Explain how personal values and beliefs	and culture affect food choices.
	influence personal health practices and	S2.7.HE.6.6. Analyze how relevant influences of school
	behaviors.	and community affect personal food choices.
S2.5.8.	Describe how some health risk behaviors	S2.8.HE.7.6. Analyze how relevant influences of media
	influence the likelihood of engaging in other	and technology affect personal food choices.
	unhealthy behaviors.	S2.9.HE.8.6. Analyze how relevant influences of peers
S2.6.8.	Analyze how relevant influences of family	affect personal food choices.
	and culture affect personal health practices	
60 7 6	and behaviors.	
S2.7.8.	Analyze how relevant influences of school	
	and community affect personal health	
S2.8.8.	practices and behaviors. Analyze how relevant influences of media	
32.0.0.	and technology affect personal health	
	practices and behaviors.	
S2.9.8.	Analyze how relevant influences of peers	
52.5.0.	affect personal health practices and	
	behaviors.	
	Deliaviors.	



Stude	ard 4: Interpersonal Communication Skills nts will demonstrate the ability to use interpers uce health risks.	sonal communication skills to enhance health and avoid
Benchm		Indicators
\$4.1.8.	Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	S4.1.HE.1.6. Demonstrate the use of effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy food choices.
S4.3.8.	Demonstrate effective peer resistance skills to avoid or reduce health risks.	S4.3.HE.2.6. Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.
S4.4.2.	Demonstrate effective negotiation skills to avoid or reduce health risks.	S4.4.HE.3.6. Demonstrate effective negotiation skills to avoid or reduce unhealthy eating.
S4.6.8.	Demonstrate how to effectively ask for assistance to improve personal health.	S4.6.HE.4.6. Demonstrate how to effectively ask for assistance to improve personal food choices, eating
S4.7.8.	Demonstrate how to effectively communicate empathy and support for others.	behaviors, and weight management. S4.7.HE.5.6. Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices and healthy eating.
	ard 5: Decision-Making Skills	
Stude	nts will demonstrate the ability to use decision-	making skills to enhance health.
Benchm	ark	Indicators
S5.1.8.	Identify circumstances that help or hinder healthy decision making.	S5.1.HE.1.6. Identify circumstances that help or hinder healthy decision making related to food and behavior
S5.2.8.	Determine when situations require a health-related decision.	choices. S5.2.HE.2.6. Determine when situations require a
S5.3.8.	Distinguish when health-related decisions should be made individually or with the help of others.	decision related to a healthy eating behavior. S5.3.HE.3.6. Distinguish when a decision related to food and beverage choices should be made individually or
S5.4.8.	Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	with the help of others. S5.4.HE.4.6. Explain how family, culture, media, peers and personal beliefs affect a decision related to healthy
S5.5.8.	Distinguish between healthy and unhealthy alternatives of a health-related decision.	eating behaviors. S5.5.HE.5.6. Distinguish between healthy and unhealthy
S5.6.8.	Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	alternatives of a decision related to eating behaviors. S5.6.HE.6.6. Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to
S5.7.8.	Choose a healthy alternative when making a health-related decision.	healthy eating behaviors. S5.7.HE.7.6. Choose a healthy food or beverage
S5.8.8.	Analyze the effectiveness of a final outcome of a health-related decision.	alternative when making a decision related to healthy eating behaviors. S5.8.HE.8.6. Analyze the effectiveness of a final outcome of a decision related to healthy eating behaviors.



Standard 6: Goal Setting Skills		
Students will demonstrate the ability to use goal-setting skills to enhance health.		
Benchma	ark	Indicators
S6.1.8.	Assess personal health practices.	S6.1.HE.1.6. Assess personal eating practices.
S6.2.8.	Set a realistic personal health goal.	S6.2.HE.2.6. Set a realistic personal goal to improve
S6.3.8.	Assess the barriers to achieving a personal	healthy eating behaviors.
	health goal.	S6.3.HE.3.6. Assess the barriers to achieving a personal
S6.4.8.	Apply strategies to overcome barriers to	goal to improve healthy eating behaviors.
	achieving a personal health goal.	S6.4.HE.4.6. Apply strategies to overcome barriers to
S6.5.8.	Use strategies and skills to achieve a	achieving a personal goal to improve healthy eating
	personal health goal.	behaviors.
		S6.5.HE.5.6. Use strategies and skills to achieve a
		personal goal to improve healthy eating behaviors.
	d 7: Practicing Healthy Behaviors	
		enhancing behaviors and avoid or reduce health risks.
Benchma	-	Indicators
S7.1.8.	Explain the importance of being responsible	S7.1.HE.1.6. Explain the importance of being responsible
	for personal health behaviors.	for personal healthy eating behaviors.
S7.2.8.	Analyze personal practices and behaviors	S7.2.HE.2.6. Analyze personal eating practices and
	that reduce or prevent health risks.	behaviors that reduce or prevent health risks.
S7.3.8.	Demonstrate healthy practices and	S7.3.HE.3.6. Demonstrate healthy eating practices and
	behaviors to improve the health of oneself	behaviors to improve the health of oneself and others.
	and others.	S7.4.HE.4.6. Make a commitment to practice healthy
S7.4.8.	Make a commitment to practice healthy	eating behaviors.
	behaviors.	
	rd 8: Advocacy Skills	
	its will demonstrate the ability to advocate for	
Benchma	-	Indicators
S8.1.8.	State a health-enhancing position, supported	S8.1.HE.1.6. State a healthy eating position, supported
	with accurate information, to improve the	with accurate information, to improve the health of
	health of others.	others.
S8.2.8.	Persuade others to make positive health	S8.2.HE.2.6. Persuade and support others to make
	choices.	positive food and beverage choices.
S8.3.8.	Collaborate with others to advocate for	S8.3.HE.3.6. Collaborate with others to advocate for
	healthy individuals, families and schools.	healthy eating at home, in school, or in the community.
S8.4.8.	Demonstrate how to adapt positive health-	S8.4.HE.4.6. Demonstrate how to adapt healthy eating
	related messages for different audiences.	messages for different audiences.



stadents win comprehend concepts related to health	promotion and disease prevention to enhance health.
Benchmark	Indicators
appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.HE.1.7. Describe the source and function of the sixessential nutrients. S1.1.HE.2.7. Explain the similarities and differences among protein fats and carbohydrates regarding nutritional value and food sources. S1.1.HE.3.7. Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. S1.1.HE.4.7. Identify foods that are high in fiber. S1.1.HE.5.7. Summarize the benefits of drinking plenty of water. S1.1.HE.6.7. Differentiate between nutritious and nonnutritious beverages. S1.1.HE.7.7. Summarize the benefits of limiting the consumption of solid fat added sugar and sodium. S1.1.HE.8.7. Describe the importance of eating breakfast every day. S1.1.HE.9.7. Explain how to select healthy foods when dining out. S1.1.HE.10.7. Analyze the benefits of healthy eating. S1.1.HE.11.7. Describe the benefits of eating in moderation.

Deliaviors.		
Benchmark		Indicators
S2.1.8.	Explain the influence of school rules and	S2.2.HE.1.7. Explain the influence of family on food choices.
	community laws on health practices and	S2.2.HE.2.7. Explain how perceptions of norms can
	behaviors.	influence food choices.
S2.2.8.	Explain how perceptions of norms influence	S2.2.HE.3.7. Explain the techniques that fad diets use to try
	healthy and unhealthy practices and	to influence food choices.
	behaviors.	S2.3.HE.4.7. Explain how social expectations can influence
S2.3.8.	Explain how social expectations influence	food choices.
	healthy and unhealthy practices and	S2.4.HE.5.7. Explain the influence of personal values on
	behaviors.	food choices.
S2.4.8.	Explain how personal values and beliefs	
	influence personal health practices and	
	behaviors.	



Standard 3: Accessing Resources			
Studer	Students will demonstrate the ability to access valid information, products, and services to enhance health.		
Benchmark		Indicators	
S3.1.8.	Analyze the validity and reliability of health information.	S3.1,2,3.HE.1.7. Analyze the validity and reliability of nutrition information, products, and services.	
S3.2.8.	Analyze the validity and reliability of health products.	S3.6.HE.2.7. Access valid and reliable nutrition information from home, school, or community.	
S3.3.8.	Analyze the validity and reliability of health services.	S3.7,8.HE.3.7. Locate valid and reliable nutrition products and services.	
S3.4.8.	Describe situations that call for professional health services.		
S3.5.8.	Determine the availability of valid and reliable health products.		
S3.6.8.	Access valid and reliable health information from home, school or community.		
S3.7.8.	Locate valid and reliable health products.		
S3.8.8.	Locate valid and reliable health services.		

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 7 (HE) - Supportive

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

or reduce health risks.		
Bench	mark	Indicators
S4.1.8.	Demonstrate the use of effective verbal and	S4.1.HE.1.7. Demonstrate the use of effective verbal
	nonverbal communication skills to enhance	and nonverbal communication to avoid unhealthy food
	health.	choices and promote healthy food choices.
S4.2.8.	Demonstrate how to manage personal	S4.3.HE.2.7. Demonstrate effective peer resistance skills
	information in electronic communications	to avoid or reduce exposure to unhealthy food choices.
	and when using social media to protect the	S4.4.HE.3.7. Demonstrate effective negotiation skills to
	personal health and safety of oneself and	avoid or reduce unhealthy eating.
	others.	S4.6.HE.4.7. Demonstrate how to effectively ask for
S4.3.8.	Demonstrate effective peer resistance skills	assistance to improve personal food choices, eating
	to avoid or reduce health risks.	behaviors, and weight management.
S4.4.2.	Demonstrate effective negotiation skills to	S4.7.HE.5.7. Demonstrate how to effectively
	avoid or reduce health risks.	communicate empathy and support for others who are
S4.5.8.	Demonstrate healthy ways to manage or	trying to improve personal food choices and healthy
	resolve conflict.	eating.
S4.6.8.	Demonstrate how to effectively ask for	
	assistance to improve personal health.	
S4.7.8.	Demonstrate how to effectively	
	communicate empathy and support for	
	others.	



Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchm	Indicators	
S5.1.8. S5.2.8.	Identify circumstances that help or hinder healthy decision making. Determine when situations require a health-	S5.1.HE.1.7. Identify circumstances that help or hinder healthy decision making related to food and behavior choices.
S5.3.8.	related decision. Distinguish when health-related decisions	S5.2.HE.2.7. Determine when situations require a decision related to a healthy eating behavior.
S5.4.8.	should be made individually or with the help of others. Explain how family, culture, media, peers,	S5.3.HE.3.7. Distinguish when a decision related to food and beverage choices should be made individually or with the help of others.
\$5.5.8.	and personal beliefs affect a health-related decision. Distinguish between healthy and unhealthy	S5.4.HE.4.7. Explain how family, culture, media, peers and personal beliefs affect a decision related to healthy eating behaviors.
\$5.6.8.	alternatives of a health-related decision. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.5.HE.5.7. Distinguish between healthy and unhealthy alternatives of a decision related to eating behaviors. S5.6.HE.6.7. Predict the potential outcomes of healthy and unhabitatives of a decision related to
S5.7.8.	Choose a healthy alternative when making a health-related decision.	and unhealthy alternatives of a decision related to healthy eating behaviors. S5.7.HE.7.7. Choose a healthy food or beverage
S5.8.8.	Analyze the effectiveness of a final outcome of a health-related decision.	alternative when making a decision related to healthy eating behaviors. S5.8.HE.8.7. Analyze the effectiveness of a final outcome of a decision related to healthy eating behaviors.
Standa	ord 6: Goal Setting Skills	
Studer	ts will demonstrate the ability to use goal-sett	ing skills to enhance health.
Benchm	ark	Indicators
\$6.1.8. \$6.2.8. \$6.3.8.	Assess personal health practices. Set a realistic personal health goal. Assess the barriers to achieving a personal	S6.1.HE.1.7. Assess personal eating practices. S6.2.HE.2.7. Set a realistic personal goal to improve healthy eating behaviors.
S6.4.8.	health goal. Apply strategies to overcome barriers to achieving a personal health goal.	S6.3.HE.3.7. Assess the barriers to achieving a personal goal to improve healthy eating behaviors. S6.4.HE.4.7. Apply strategies to overcome barriers to
\$6.5.8.	Use strategies and skills to achieve a personal health goal.	achieving a personal goal to improve healthy eating behaviors. S6.5.HE.5.7. Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.



	d 7: Practicing Healthy Behaviors	
Students	s will demonstrate the ability to practice health-	enhancing behaviors and avoid or reduce health risks.
Benchm	ark	Indicators
S7.1.8.	Explain the importance of being responsible	S7.1.HE.1.7. Explain the importance of being responsible
	for personal health behaviors.	for personal healthy eating behaviors.
S7.2.8.	Analyze personal practices and behaviors	S7.2.HE.2.7. Analyze personal eating practices and
	that reduce or prevent health risks.	behaviors that reduce or prevent health risks.
S7.3.8.	Demonstrate healthy practices and	S7.3.HE.3.7. Demonstrate healthy eating practices and
	behaviors to improve the health of oneself	behaviors to improve the health of oneself and others.
	and others.	S7.4.HE.4.7. Make a commitment to practice healthy
S7.4.8.	Make a commitment to practice healthy	eating behaviors.
	behaviors.	
Standa	ard 8: Advocacy Skills	
	nts will demonstrate the ability to advocate for	personal, family, and community health.
Benchm		Indicators
S8.1.8.	State a health-enhancing position, supported	S8.1.HE.1.7. State a healthy eating position, supported
	with accurate information, to improve the	with accurate information, to improve the health of
	health of others.	others.
S8.2.8.	Persuade others to make positive health	S8.2.HE.2.7. Persuade and support others to make
	choices.	positive food and beverage choices.
S8.3.8.	Collaborate with others to advocate for	S8.3.HE.3.7. Collaborate with others to advocate for
	healthy individuals, families and schools.	healthy eating at home, in school, or in the community.
S8.4.8.	Demonstrate how to adapt positive health-	S8.4.HE.4.7. Demonstrate how to adapt healthy eating
00.1.0.	related messages for different audiences.	messages for different audiences.
Gra	ade 8 (HE) – Essential	
	ard 1: Functional Knowledge	
		promotion and disease prevention to enhance health.
Benchm		Indicators
S1.1.8.	Students will comprehend developmentally	S1.1.HE.1.8. Examine how nutritional choices can
	appropriate, functional health information to	contribute to health problems including energy and
	help them adopt healthy behaviors in the	performance levels
	following health content areas: Alcohol,	S1.1.HE.2.8. Examine the relationship between calorie
	Tobacco, and other Drugs, Healthy Eating,	intake and level of activity to body weight and
	Mental and Emotional Health, Personal	maintaining a healthy body weight.
	Health and Wellness, Human Growth and	S1.1.HE.3.8. Describe the role of exercise and proper
	Development, Healthy Relationships, Safety,	nutrition play in prevention of disease and proper
	Violence Prevention.	growth through adolescence.
	violence i revention.	S1.1.HE.4.8. Identify healthy and risky approaches to
		weight management.
		weight management.



Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.		
Benchm	ark	Indicators
S6.1.8.	Assess personal health practices.	S6.1.HE.1.8. Assess personal eating practices.
S6.2.8.	Set a realistic personal health goal.	S6.2.HE.2.8. Set a realistic personal goal to improve
S6.3.8.	Assess the barriers to achieving a personal	healthy eating behaviors.
	health goal.	S6.3.HE.3.8. Assess the barriers to achieving a personal
S6.4.8.	Apply strategies to overcome barriers to	goal to improve healthy eating behaviors.
	achieving a personal health goal.	S6.4.HE.4.8. Apply strategies to overcome barriers to
S6.5.8.	Use strategies and skills to achieve a	achieving a personal goal to improve healthy eating
	personal health goal.	behaviors.
		S6.5.HE.5.8. Use strategies and skills to achieve a
		personal goal to improve healthy eating behaviors.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 8 (HE) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark		Indicators
S2.1.8.	Explain the influence of school rules and	S2.1.HE1.8. Explain the influence of school rules and
	community laws on health practices and	community laws on food choices.
	behaviors.	S2.2.HE.2.8. Explain how perceptions of norms influence
S2.2.8.	Explain how perceptions of norms influence	food choices.
	healthy and unhealthy practices and	S2.3.HE.3.8. Explain how social expectations influence
	behaviors.	food choices.
S2.3.8.	Explain how social expectations influence	S2.4.HE.4.8. Explain how personal values and beliefs
	healthy and unhealthy practices and	influence food choices.
	behaviors.	S2.6.HE.5.8. Analyze how relevant influences of family
S2.4.8.	Explain how personal values and beliefs	and culture affect food choices.
	influence personal health practices and	S2.7.HE.6.8. Analyze how relevant influences of school
	behaviors.	and community affect personal food choices.
S2.5.8.	Describe how some health risk behaviors	S2.8.HE.7.8. Analyze how relevant influences of media
	influence the likelihood of engaging in other	and technology affect personal food choices.
	unhealthy behaviors.	S2.9.HE.8.8. Analyze how relevant influences of peers
S2.6.8.	Analyze how relevant influences of family	affect personal food choices.
	and culture affect personal health practices	
	and behaviors.	
S2.7.8.	Analyze how relevant influences of school	
	and community affect personal health	
	practices and behaviors.	
S2.8.8.	Analyze how relevant influences of media	
	and technology affect personal health	
	practices and behaviors.	



Grades 6-8: Learning Outcomes

sical Education, Recreation, and Dance				
	S2.9.8.	Analyze hov	w relevant influences of peers	
		affect perso	onal health practices and	
		behaviors.		

Standard	Standard 3: Accessing Resources				
Students	Students will demonstrate the ability to access valid information, products, and services to enhance health.				
Benchmar	rk	Indicators			
S3.1.8.	Analyze the validity and reliability of health	S3.1.HE.1.8. Analyze the validity and reliability of			
i	information.	nutrition information.			
S3.2.8.	Analyze the validity and reliability of health	S3.2.HE.2.8. Analyze the validity and reliability of			
,	products.	nutrition products.			
S3.3.8.	Analyze the validity and reliability of health	S3.3.HE.3.8. Analyze the validity and reliability of			
	services.	nutrition services.			
	Describe situations that call for professional	S3.4.HE.4.8. Describe situations that call for professional			
	health services.	nutrition services.			
	Determine the availability of valid and	S3.5.HE.5.8. Determine the availability of valid and			
	reliable health products.	reliable nutrition products.			
	Access valid and reliable health information	S3.6.HE.6.8. Access valid and reliable nutrition			
	from home, school or community.	information from home, school, or community.			
	Locate valid and reliable health products.	S3.7.HE.7.8. Locate valid and reliable nutrition products.			
	Locate valid and reliable health services.	S3.8.HE.8.8. Locate valid and reliable nutrition services.			
	d 4: Interpersonal Communication Skills				
		onal communication skills to enhance health and avoid			
	or reduce health risks.				
Benchmar		Indicators			
	Demonstrate the use of effective verbal and	S4.1.HE.1.8. Demonstrate the use of effective verbal			
	nonverbal communication skills to enhance	and nonverbal communication to avoid unhealthy food			
	health.	choices and promote healthy food choices.			
	Demonstrate how to manage personal	S4.3.HE.2.8. Demonstrate effective peer resistance skills			
	information in electronic communications	to avoid or reduce exposure to unhealthy food choices.			
	and when using social media to protect the	S4.4.HE.3.8. Demonstrate effective negotiation skills to			
	personal health and safety of oneself and	avoid or reduce unhealthy eating.			
	others.	S4.6.HE.4.8. Demonstrate how to effectively ask for			
	Demonstrate effective peer resistance skills	assistance to improve personal food choices, eating			
	to avoid or reduce health risks.	behaviors, and weight management.			
	Demonstrate effective negotiation skills to	S4.7.HE.5.8. Demonstrate how to effectively			
	avoid or reduce health risks.	communicate empathy and support for others who are			
	Demonstrate healthy ways to manage or	trying to improve personal food choices and healthy			
	resolve conflict.	eating.			
	Demonstrate how to effectively ask for				
	assistance to improve personal health.				
	Demonstrate how to effectively				
	communicate empathy and support for				
	others.				



Grades 6-8: Learning Outcomes

Standard 5: Decision-Making Skills				
Students will demonstrate the ability to use decision-making skills to enhance health.				
Benchma	ark	Indicators		
S5.1.8.	Identify circumstances that help or hinder	S5.1.HE.1.8. Identify circumstances that help or hinder		
	healthy decision making.	healthy decision making related to food and behavior		
S5.2.8.	Determine when situations require a health-	choices.		
	related decision.	S5.2.HE.2.8. Determine when situations require a		
S5.3.8.	Distinguish when health-related decisions	decision related to a healthy eating behavior.		
	should be made individually or with the help	S5.3.HE.3.8. Distinguish when a decision related to food		
	of others.	and beverage choices should be made individually or		
S5.4.8.	Explain how family, culture, media, peers,	with the help of others.		
	and personal beliefs affect a health-related	S5.4.HE.4.8. Explain how family, culture, media, peers		
	decision.	and personal beliefs affect a decision related to healthy		
\$5.5.8.	Distinguish between healthy and unhealthy	eating behaviors.		
	alternatives of a health-related decision.	S5.5.HE.5.8. Distinguish between healthy and unhealthy		
\$5.6.8.	Predict the potential outcomes of healthy	alternatives of a decision related to eating behaviors.		
	and unhealthy alternatives to a health-	S5.6.HE.6.8. Predict the potential outcomes of healthy		
	related decision.	and unhealthy alternatives of a decision related to		
S5.7.8.	Choose a healthy alternative when making a	healthy eating behaviors.		
	health-related decision.	S5.7.HE.7.8. Choose a healthy food or beverage		
S5.8.8.	Analyze the effectiveness of a final outcome	alternative when making a decision related to healthy		
	of a health-related decision.	eating behaviors.		
		S5.8.HE.8.8. Analyze the effectiveness of a final		
		outcome of a decision related to healthy eating		
		behaviors.		
	7: Practicing Healthy Behaviors			
		enhancing behaviors and avoid or reduce health risks.		
Benchma	-	Indicators		
S7.1.8.	Explain the importance of being responsible	S7.1.HE.1.8. Explain the importance of being responsible		
	for personal health behaviors.	for personal healthy eating behaviors.		
S7.2.8.	Analyze personal practices and behaviors	S7.2.HE.2.8. Analyze personal eating practices and		
	that reduce or prevent health risks.	behaviors that reduce or prevent health risks.		
S7.3.8.	Demonstrate healthy practices and	S7.3.HE.3.8. Demonstrate healthy eating practices and		
	behaviors to improve the health of oneself	behaviors to improve the health of oneself and others.		
	and others.	S7.4.HE.4.8. Make a commitment to practice healthy		
S7.4.8.	Make a commitment to practice healthy	eating behaviors.		
	behaviors.			



Benchm	nts will demonstrate the ability to advocate for	Indicators
S8.1.8.	State a health-enhancing position, supported	S8.1.HE.1.8. State a healthy eating position, supported
30.1.0.	with accurate information, to improve the	with accurate information, to improve the health of
	health of others.	others.
S8.2.8.	Persuade others to make positive health choices.	S8.2.HE.2.8. Persuade and support others to make positive food and beverage choices.
\$8.3.8.	Collaborate with others to advocate for healthy individuals, families and schools.	S8.3.HE.3.8. Collaborate with others to advocate for healthy eating at home, in school, or in the community.
\$8.4.8.	Demonstrate how to adapt positive health- related messages for different audiences.	S8.4.HE.4.8. Demonstrate how to adapt healthy eating messages for different audiences.

Healthy Relationships (HR)

Grade 6 (HR) - Supportive		
Standard 1: Functional Knowledge		
	alth promotion and disease prevention to enhance health.	
Benchmark	Indicators	
S1.1.8. Students will comprehend developmentall appropriate, functional health information help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safet Violence Prevention.	to relationships. S1.1.HR.2.6. Explain the qualities of a healthy dating relationship. S1.1.HR.3.6. Differentiate healthy and unhealthy relationships. S1.1.HR.4.6. Describe healthy ways to express	



Grades 6-8: Learning Outcomes

S1.1.HR.9.6. Explain why individuals have the right to refuse sexual contact. S1.1.HR.10.6. Describe the factors that contribute to engaging in sexual risk behaviors. S1.1.HR.11.6. Describe the factors that protect against engaging in sexual risk behaviors. S1.1.HR.12.6. Explain the importance of setting personal limits to avoid sexual risk behaviors. S1.1.HR.13.6. Describe the relationship between using alcohol and other drugs and sexual risk behaviors. S1.1.HR.14.6. Describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. S1.1.HR.15.6. Identify the emotional, social, physical and financial effects of being a teen parent. S1.1.HR.16.6. Summarize ways to prevent pregnancy, including not having sex and effective use of contraceptives. S1.1.HR.17.6. Describe how the effectiveness of condoms can reduce the risk of pregnancy. S1.1.HR.18.6. Explain the benefits of respecting individual differences in aspects of sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender Identity), growth and development or physical appearance. S1.1.HR.19.6. Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender Identity). S1.1.HR.20.6. Describe ways to show courtesy and respect for others when aspects of their sexuality (such sexual orientation, gender expression, or gender Identity) are different from one's own.



Stan	Standard 2: Analyzing Influences				
Stud	Students will analyze the influence of family, peers, culture, media, technology and other factors on health				
beha	behaviors.				
Benchm	ark	Indicators			
S2.3.8.	Explain how social expectations influence healthy and unhealthy practices and behaviors.	S2.3.HR.1.6. Explain how social expectations influence healthy and unhealthy relationships. S2.4.HR.2.6. Explain how personal values and beliefs			
\$2.4.8.	Explain how personal values and beliefs influence personal health practices and behaviors.	affect relationships. S2.6.HR.3.6. Analyze how relevant influences of family and culture affect relationships.			
S2.6.8.	Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.8.HR.4.6. Analyze how relevant influences of media and technology affect relationships. S2.9.HR.5.6. Analyze how relevant influences of peers			
S2.8.8.	Analyze how relevant influences of media and technology affect personal health practices and behaviors.	affect relationships.			
S2.9.8.	Analyze how relevant influences of peers affect personal health practices and behaviors.				
	dard 3: Accessing Resources				
		d information, products, and services to enhance health.			
Benchm		Indicators			
S3.1.8.	Analyze the validity and reliability of health	S3.1,2,3.HR.1.6. Analyze the validity and reliability of			
	information.	information, products, and services pertaining to			
S3.2.8.	Analyze the validity and reliability of health	healthy relationships.			
62.2.0	products.	S3.4.HR.2.6. Describe situations that call for			
S3.3.8.	Analyze the validity and reliability of health services.	professional services pertaining to healthy relationships. S3.6.HR.3.6. Access valid and information from home,			
S3.4.8.	Describe situations that call for professional health services.	school or community pertaining to healthy relationships.			
\$3.6.8.	Access valid and reliable health information from home, school or community.	S3.7,8.HR.4.6. Locate valid and reliable products and services pertaining to healthy relationships.			
S3.7.8.	Locate valid and reliable health products.	0.1.1.7			
	idard 4: Interpersonal Communication Skills				
	•	ersonal communication skills to enhance health and			
	d or reduce health risks.				
Benchm	ark	Indicators			
S4.1.8.	Demonstrate the use of effective verbal and	S4.1.HR.1.6. Demonstrate the effective use of verbal			
	nonverbal communication skills to enhance	and nonverbal communication skills to promote			
	health.	healthy relationships.			
S4.4.2.	Demonstrate effective negotiation skills to	S4.4.HR.2.6. Demonstrate effective negotiation skills to			
	avoid or reduce health risks.	promote healthy relationships.			
S4.6.8.	Demonstrate how to effectively ask for	S4.6.HR.3.6. Demonstrate how to effectively ask for			
	assistance to improve personal health.	assistance to improve and/or maintain healthy			
		relationships.			



Standard 5: Decision-Making Skills				
Stud	lents will demonstrate the ability to use decision	n-making skills to enhance health.		
Benchmark		Indicators		
S5.1.8.	Identify circumstances that help or hinder	S5.1.HR.1.6. Identify circumstances that help or hinder		
	healthy decision making.	making a decision related to a potentially risky situation		
S5.2.8.	Determine when situations require a health-	in a relationship.		
	related decision.	S5.2.HR.2.6. Determine when potentially risky		
S5.3.8.	Distinguish when health-related decisions	relationship-related situations require a decision.		
	should be made individually or with the help	S5.3.HR.3.6. Distinguish when decisions about		
	of others.	potentially risky relationship-related situations should		
S5.4.8.	Explain how family, culture, media, peers,	be made individually or with others.		
	and personal beliefs affect a health-related	S5.4.HR.4.6. Explain how family, culture, media, peers,		
	decision.	and personal beliefs affect a relationship-related		
S5.5.8.	Distinguish between healthy and unhealthy	decision.		
	alternatives of a health-related decision.	S5.5.HR.5.6. Distinguish between healthy and unhealthy		
S5.6.8.	Predict the potential outcomes of healthy	alternatives of a relationship-related decision.		
	and unhealthy alternatives to a health-	S5.6.HR.6.6. Predict the potential outcomes of healthy		
	related decision.	and unhealthy alternatives to a relationship-related		
S5.7.8.	Choose a healthy alternative when making a	decision.		
	health-related decision.	S5.7.HR.7.6. Choose a healthy alternative when making		
S5.8.8.	Analyze the effectiveness of a final outcome	a relationship-related decision.		
	of a health-related decision.	S5.8.HR.8.6. Analyze the effectiveness of a relationship-		
		related decision.		
Stan	dard 7: Practicing Healthy Behaviors			
Stud	lents will demonstrate the ability to practice he	ealth-enhancing behaviors and avoid or reduce health		
risks	5.			
Benchm	ark	Indicators		
S7.1.8.	Explain the importance of being responsible	S7.1.HR.1.6. Explain the importance of being		
	for personal health behaviors.	responsible for practicing sexual abstinence.		
S7.2.8.	Analyze personal practices and behaviors	S7.2.HR.2.6. Analyze personal practices and behaviors		
	that reduce or prevent health risks.	that reduce or prevent sexual risk behaviors.		
S7.3.8.	Demonstrate healthy practices and	S7.3.HR.3.6. Demonstrate practices and behaviors to		
	behaviors to improve the health of oneself	improve the sexual health of oneself and others.		
	and others.	S7.4.HR.4.6. Make a commitment to practice healthy		
S7.4.8.	Make a commitment to practice healthy	sexual behaviors.		
	behaviors.			
	~			



Stan	Standard 8: Advocacy Skills		
Stud	Students will demonstrate the ability to advocate for personal, family, and community health.		
Benchm	ark	Indicators	
S8.1.8.	State a health-enhancing position, supported with accurate information, to improve the health of others.	S8.1.HR.1.6. State a health-enhancing position on a relationship-related topic, supported with accurate information, to improve the health of others.	
S8.2.8.	Persuade others to make positive health choices.	S8.2.HR.2.6. Persuade others to avoid or reduce risky sexual behaviors.	
S8.3.8.	Collaborate with others to advocate for healthy individuals, families and schools.	S8.2.HR.3.6. Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal	
S8.4.8.	Demonstrate how to adapt positive health- related messages for different audiences.	characteristics or aspects of their sexuality. S8.3.HR.4.6. Collaborate with others to advocate for safe, respectful, and responsible relationships. S8.3.HR.5.6. Collaborate with others to advocate for opportunities to avoid or reduce risky sexual behaviors. S8.4.HR.6.6. Demonstrate how to adapt positive sexual health-related messages for different audiences.	

	Grade 7 (HR) - Essential		
	ard 1: Functional Knowledge	promotion and disease prevention to enhance health.	
Benchi	•	Indicators	
S1.1.8.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.HR.1.7. Describe characteristics of healthy relationships. S1.1.HR.2.7. Explain the qualities of a healthy dating relationship. S1.1.HR.3.7. Differentiate healthy and unhealthy relationships. S1.1.HR.4.7. Describe healthy ways to express affection, love, friendship, and concern. S1.1.HR.5.7. Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts. S1.1.HR.6.7. Describe ways to manage interpersonal conflict nonviolently.	



	or reduce health risks.	personal communication skills to enhance health and
Benchmark Indicators		Indicators
S4.1.8.	Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	S4.1.HR.1.7. Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships.
S4.4.2.	Demonstrate effective negotiation skills to avoid or reduce health risks.	S4.4.HR.2.7. Demonstrate effective negotiation skills to promote healthy relationships.
S4.6.8.	Demonstrate how to effectively ask for assistance to improve personal health.	S4.6.HR.3.7. Demonstrate how to effectively ask for assistance to improve and/or maintain healthy relationships.

Grade 7 (HR) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark		Indicators
S2.3.8.	Explain how social expectations influence	S2.3.HR.1.7. Explain how social expectations
	healthy and unhealthy practices and	influence healthy and unhealthy relationships.
	behaviors.	S2.4.HR.2.7. Explain how personal values and
S2.4.8.	Explain how personal values and beliefs	beliefs affect relationships.
	influence personal health practices and	S2.6.HR.3.7. Analyze how relevant influences of
	behaviors.	family and culture affect relationships.
S2.6.8.	Analyze how relevant influences of family	S2.8.HR.4.7. Analyze how relevant influences of
	and culture affect personal health	media and technology affect relationships.
	practices and behaviors.	S2.9.HR.5.7. Analyze how relevant influences of
S2.8.8.	Analyze how relevant influences of media	peers affect relationships.
	and technology affect personal health	
	practices and behaviors.	
S2.9.8.	Analyze how relevant influences of peers	
	affect personal health practices and	
	behaviors.	



	rd 3: Accessing Resources			
	Students will demonstrate the ability to access valid information, products, and services to enhance			
health.		Indiantors		
Benchma		Indicators		
S3.1.8.	Analyze the validity and reliability of health information.	S3.1,2,3.HR.1.7. Analyze the validity and reliability of information, products, and services pertaining to		
S3.2.8.	Analyze the validity and reliability of	healthy relationships.		
33.2.0.	health products.	S3.4.HR.2.7. Describe situations that call for		
\$3.3.8.	Analyze the validity and reliability of	professional services pertaining to healthy		
00.0.0.	health services.	relationships.		
S3.4.8.	Describe situations that call for	S3.6.HR.3.7. Access valid and information from		
	professional health services.	home, school or community pertaining to healthy		
S3.6.8.	Access valid and reliable health	relationships.		
	information from home, school or	S3.7,8.HR.4.7. Locate valid and reliable products and		
	community.	services pertaining to healthy relationships.		
S3.7.8.	Locate valid and reliable health products.			
S3.8.8.	Locate valid and reliable health services.			
	rd 5: Decision-Making Skills			
	ts will demonstrate the ability to use decisi			
Benchma		Indicators		
S5.1.8.	Identify circumstances that help or	S5.1.HR.1.7. Identify circumstances that help or		
65.00	hinder healthy decision making.	hinder making a decision related to a potentially		
S5.2.8.	Determine when situations require a	risky situation in a relationship.		
S5.3.8.	health-related decision.	S5.2.HR.2.7. Determine when potentially risky		
33.3.6.	Distinguish when health-related decisions should be made individually or with the	relationship-related situations require a decision. S5.3.HR.3.7. Distinguish when decisions about		
	help of others.	potentially risky relationship-related situations		
S5.4.8.	Explain how family, culture, media, peers,	should be made individually or with others.		
33.4.0.	and personal beliefs affect a health-	S5.4.HR.4.7. Explain how family, culture, media,		
	related decision.	peers, and personal beliefs affect a relationship-		
S5.5.8.	Distinguish between healthy and	related decision.		
	unhealthy alternatives of a health-related	S5.5.HR.5.7. Distinguish between healthy and		
	decision.	unhealthy alternatives of a relationship-related		
S5.6.8.	Predict the potential outcomes of healthy	decision.		
	and unhealthy alternatives to a health-	S5.6.HR.6.7. Predict the potential outcomes of		
	related decision.	healthy and unhealthy alternatives to a relationship-		
S5.7.8.	Choose a healthy alternative when	related decision.		
	making a health-related decision.	S5.7.HR.7.7. Choose a healthy alternative when		
S5.8.8.	Analyze the effectiveness of a final	making a relationship-related decision.		
	outcome of a health-related decision.	S5.8.HR.8.7. Analyze the effectiveness of a		
		relationship-related decision.		



Standard 7: Practicing Healthy Behaviors		
	ealth-enhancing behaviors and avoid or reduce	
	Indicators	
Explain the importance of being responsible for personal health behaviors.	S7.1.HR.1.7. Explain the importance of being responsible for practicing sexual abstinence. S7.2.HR.2.7. Analyze personal practices and	
Analyze personal practices and behaviors that reduce or prevent health risks.	behaviors that reduce or prevent sexual risk behaviors.	
Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.3.HR.3.7. Demonstrate practices and behaviors to improve the sexual health of oneself and others. S7.4.HR.4.7. Make a commitment to practice	
Make a commitment to practice healthy behaviors.	healthy sexual behaviors.	
ard 8: Advocacy Skills		
	Indicators	
State a health-enhancing position, supported with accurate information, to improve the health of others.	S8.1.HR.1.7. State a health-enhancing position on a relationship-related topic, supported with accurate information, to improve the health of others.	
Persuade others to make positive health choices.	S8.2.HR.2.7. Persuade others to avoid or reduce risky sexual behaviors.	
Collaborate with others to advocate for healthy individuals, families and schools.	S8.2.HR.3.7. Persuade others to avoid teasing, bullying, or stigmatizing others based on their	
Demonstrate how to adapt positive health-related messages for different audiences.	personal characteristics or aspects of their sexuality S8.3.HR.4.7. Collaborate with others to advocate for safe, respectful, and responsible relationships. S8.3.HR.5.7. Collaborate with others to advocate for opportunities to avoid or reduce risky sexual behaviors. S8.4.HR.6.7. Demonstrate how to adapt positive sexual health-related messages for different	
	explain the importance of being responsible for personal health behaviors. Analyze personal practices and behaviors that reduce or prevent health risks. Demonstrate healthy practices and behaviors to improve the health of oneself and others. Make a commitment to practice healthy behaviors. Ard 8: Advocacy Skills to advocate ark State a health-enhancing position, supported with accurate information, to improve the health of others. Persuade others to make positive health choices. Collaborate with others to advocate for healthy individuals, families and schools. Demonstrate how to adapt positive health-related messages for different	



Grade 8 (HR) - Essential

affect personal health practices and

behaviors.

Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance

neaitn	•		
Benchmark		Indicators	
S1.1.8.	Students will comprehend	S1.1.HR.1.8. Explain the negative characteristics of	
	developmentally appropriate, functional	power and control in a relationship	
	health information to help them adopt	S1.1.HR.2.8. Describe how power differences and	
	healthy behaviors in the following health	controlling behaviors can contribute to unhealthy	
	content areas: Alcohol, Tobacco, and	relationships (e.g., aggression and violence)	
	other Drugs, Healthy Eating, Mental and	S1.1.HR.3.8. Define affirmative consent.	
	Emotional Health, Personal Health and	S1.1.HR.4.8. Explain why it is an individual's	
	Wellness, Human Growth and	responsibility to make sure that any sexual contact	
	Development, Healthy Relationships,	is consensual.	
	Safety, Violence Prevention.	S1.1.HR.5.8. Explain why individuals have the right	
		to refuse sexual contact.	
		S1.1.HR.6.8. Determine the benefits of being	
		sexually abstinent.	
		S1.1.HR.7.8. Describe why sexual abstinence is the	
		safest and most effective risk avoidance method o	
		protection from HIV other STIs and pregnancy.	
	behaviors.	s, culture, media, technology and other factors on Indicators	
S2.1.8.	Explain the influence of school rules and	S2.1.HR.1.8. Explain how social expectations	
	community laws on health practices and	influence healthy and unhealthy relationships.	
	behaviors.	S2.3.HR.2.8. Explain how personal values and	
52.3.8.	Explain how social expectations influence	beliefs affect relationships.	
	healthy and unhealthy practices and	S2.4.HR.3.8. Analyze how relevant influences of	
62.4.0	behaviors.	family and culture affect relationships.	
\$2.4.8.	Explain how personal values and beliefs	S2.6.HR.4.8. Analyze how relevant influences of	
	influence personal health practices and	media and technology affect relationships.	
52.60	behaviors.	S2.9.HR.5.8. Analyze how relevant influences of	
52.6.8.	Analyze how relevant influences of family	peers affect relationships.	
	and culture affect personal health practices and behaviors.		
S2.9.8.	Analyze how relevant influences of peers		
JZ.J.B.	Analyze now relevant influences of peers		



Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Benchm	ark	Indicators
S4.1.8.	Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	S4.1.HR.1.8. Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships.
S4.6.8.	Demonstrate how to effectively ask for assistance to improve personal health.	S4.6.HR.2.8. Demonstrate how to effectively ask for assistance from a trusted adult regarding relationship questions or concerns.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 8 (HR) - Supportive

Standard 3: Accessing Resources

Students will demonstrate the ability to access valid information, products, and services to enhance

Benchm	ark	Indicators
S3.1.8.	Analyze the validity and reliability of	S3.1,2,3.HR.1.8. Analyze the validity and reliability of
	health information.	information, products, and services pertaining to
S3.2.8.	Analyze the validity and reliability of	healthy sexual relationships.
	health products.	S3.4.HR.2.8. Describe situations that call for
S3.3.8.	Analyze the validity and reliability of	professional services pertaining to healthy sexual
	health services.	relationships.
S3.4.8.	Describe situations that call for	S3.6.HR.3.8. Access valid and information from
	professional health services.	home, school or community pertaining to healthy
S3.6.8.	Access valid and reliable health	sexual relationships.
	information from home, school or	S3.7,8.HR.4.8. Locate valid and reliable products
	community.	and services pertaining to healthy sexual
S3.7.8.	Locate valid and reliable health products.	relationships.
S3.8.8.	Locate valid and reliable health services.	



Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchm		Indicators
S5.1.8.	Identify circumstances that help or	S5.1.HR.1.8. Identify circumstances that help or
	hinder healthy decision making.	hinder making a decision related to a potentially
S5.2.8.	Determine when situations require a	risky sexual situation.
	health-related decision.	S5.2.HR.2.8. Determine when potentially risky sexual
S5.3.8.	Distinguish when health-related decisions	health-related situations require a decision.
	should be made individually or with the	S5.3.HR.3.8. Distinguish when decisions about
	help of others.	potentially risky sexual health-related situations
S5.4.8.	Explain how family, culture, media, peers,	should be made individually or with others.
	and personal beliefs affect a health-	S5.4.HR.4.8. Explain how family, culture, media,
	related decision.	peers, and personal beliefs affect a sexual health-
S5.5.8.	Distinguish between healthy and	related decision.
	unhealthy alternatives of a health-related	S5.5.HR.5.8. Distinguish between healthy and
	decision.	unhealthy alternatives of a sexual health-related
S5.6.8.	Predict the potential outcomes of healthy	decision.
	and unhealthy alternatives to a health-	S5.6.HR.6.8. Predict the potential outcomes of
	related decision.	healthy and unhealthy alternatives to a sexual
S5.7.8.	Choose a healthy alternative when	health-related decision.
	making a health-related decision.	S5.7.HR.7.8. Choose a healthy alternative when
S5.8.8.	Analyze the effectiveness of a final	making a sexual health-related decision.
	outcome of a health-related decision.	S5.8.HR.8.8. Analyze the effectiveness of a sexual
	1==	health-related decision.
	ard 7: Practicing Healthy Behaviors	
		ealth-enhancing behaviors and avoid or reduce
health risks. Benchmark Indicators		Indicators
57.1.8.	Explain the importance of being responsible for personal health behaviors.	S7.1.HR.1.8. Explain the importance of being
C7 2 0	Analyze personal practices and behaviors	responsible for practicing sexual abstinence.
37.2.0.	that reduce or prevent health risks.	S7.2.HR.2.8. Analyze personal practices and behaviors that reduce or prevent sexual risk
C7 2 0	Demonstrate healthy practices and	behaviors.
37.3.6.	behaviors to improve the health of oneself	S7.3.HR.3.8. Demonstrate practices and behaviors to
	and others.	improve the sexual health of oneself and others.
S7.4.8.	Make a commitment to practice healthy	S7.4.HR.4.8. Make a commitment to practice healthy
37.4.0.	behaviors.	sexual behaviors.
	ochaviors.	SCAGGI SCHOOLS.



Standa	Standard 8: Advocacy Skills		
Studer	Students will demonstrate the ability to advocate for personal, family, and community health.		
Benchm	ark	Indicators	
S8.1.8.	State a health-enhancing position, supported with accurate information, to improve the health of others.	S8.1.HR.1.8. State a health-enhancing position on a sexual health-related topic, supported with accurate information, to improve the health of others.	
S8.2.8.	Persuade others to make positive health choices.	S8.2.HR.2.8. Persuade others to avoid or reduce risky sexual behaviors.	
S8.3.8.	Collaborate with others to advocate for healthy individuals, families and schools.	S8.2.HR.3.8. Persuade others to avoid teasing, bullying, or stigmatizing others based on their	
S8.4.8.	Demonstrate how to adapt positive health-related messages for different audiences.	personal characteristics or aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity). S8.3.HR.4.8. Collaborate with others to advocate for safe, respectful, and responsible relationships. S8.3.HR.5.8. Collaborate with others to advocate for opportunities to avoid or reduce risky sexual behaviors. S8.4.HR.6.8. Demonstrate how to adapt positive sexual health-related messages for different audiences.	



Grades 6-8: Learning Outcomes

Mental and Emotional Health (MEH)

Grade 6 (I	MEH) -	Essential
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Standard 1.	Eunctional	Knowlodgo	

	Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health		
Benchmark		Indicators	
\$1.1.8.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.MEH.1.6. Describe what it means to be a responsible person. S1.1.MEH.2.6. Describe characteristics of a responsible family member. S1.1.MEH.3.6. Describe characteristics of a mentally and emotionally healthy person. S1.1.MEH.4.6. Explain positive and negative ways of dealing with stress. S1.1.MEH.5.6. Explain the interrelationship of physical mental emotional social and spiritual health. S1.1.MEH.6.6. Discuss how emotions change during adolescence. S1.1.MEH.7.6. Explain appropriate ways to express needs wants emotions and feelings. S1.1.MEH.8.6. Describe role models that demonstrate positive mental and emotional health. S1.1.MEH.9.6. Summarize the benefits of talking with parents and other trusted adults about feelings. S1.1.MEH.10.6. Describe examples of situations that require self-control. S1.1.MEH.11.6. Analyze the risks of impulsive behaviors. S1.1.MEH.12.6. Explain how the expression of emotions or feelings can help or hurt oneself and others. S1.1.MEH.13.6. Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others.	



Standard 2: Analyzing Influences			
Studer	Students will analyze the influence of family, peers, culture, media, technology and other factors on health		
	behaviors.		
Benchm	ark	Indicators	
S2.1.8.	Explain the influence of school rules and community laws on health practices and behaviors.	S2.1.MEH.1.6. Explain the influence of school rules and community laws on issues pertaining to mental/emotional health.	
S2.2.8.	Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	S2.2.MEH.2.6. Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors.	
S2.3.8.	Explain how social expectations influence healthy and unhealthy practices and behaviors.	S2.3.MEH.3.6. Explain how social expectations influence perceptions, practices, and behaviors pertaining to mental/emotional health	
S2.4.8.	Explain how personal values and beliefs influence personal health practices and behaviors.	S2.4.MEH.4.6. Explain how personal values and beliefs influence perceptions, practices, and behaviors pertaining to mental/emotional health	
S2.5.8.	Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	S2.5.MEH.5.6. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental/emotional health behaviors (e.g.,	
S2.6.8.	Analyze how relevant influences of family and culture affect personal health practices and behaviors.	how using alcohol and other drugs increase the risk of suicide and self-injury). S2.6.MEH.6.6. Analyze how relevant influences of	
S2.7.8.	Analyze how relevant influences of school and community affect personal health practices and behaviors.	family and culture affect perceptions, practices, and behaviors pertaining to mental/emotional health. S2.7.MEH.7.6. Analyze how relevant influences of	
S2.8.8.	Analyze how relevant influences of media and technology affect personal health practices and behaviors.	school and community affect perceptions, practices, and behaviors pertaining to mental/emotional health S2.8.MEH.8.6. Analyze how relevant influences of	
S2.9.8.	Analyze how relevant influences of peers affect personal health practices and behaviors.	media and technology affect perceptions, practices, and behaviors pertaining to mental/emotional health S2.9.MEH.9.6. Analyze how relevant influences of peers affect mental/emotional health practices and behaviors.	
Standa	rd 4: Interpersonal Communication Skills		
or redu	ce health risks.	sonal communication skills to enhance health and avoid	
Benchm		Indicators	
S4.1.8.	Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	S4.1.MEH.1.6. Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.	
S4.6.8.	Demonstrate how to effectively ask for assistance to improve personal health.	S4.6.MEH.2.6. Demonstrate how to effectively ask for assistance to improve personal mental and emotional	
S4.7.8.	Demonstrate how to effectively communicate empathy and support for others.	health. S4.7.MEH.3.6. Demonstrate how to effectively communicate empathy and support for others.	



Grades 6-8: Learning Outcomes

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 6 (MFH) - Supportive

Grade 6 (IVIER) - Supportive			
	Standard 3: Accessing Resources		
Students will demonstrate the ability to access valid information, products, and services to enhance health.			
Benchma	ark	Indicators	
S3.1.8.	Analyze the validity and reliability of health	S3.1.MEH.1.6. Analyze the validity and reliability of	
	information.	mental/emotional health information.	
S3.2.8.	Analyze the validity and reliability of health	S3.3.MEH.2.6. Analyze the validity and reliability of	
	products.	mental/emotional health services.	
S3.3.8.	Analyze the validity and reliability of health	S3.4.MEH.3.6. Describe situations that call for	
	services.	professional mental/emotional health services.	
S3.4.8.	Describe situations that call for professional	S3.5.MEH.4.6. Determine the availability of valid and	
60 5 0	health services.	reliable mental/emotional health products.	
S3.5.8.	Determine the availability of valid and	S3.6.MEH.5.6. Access valid and reliable	
S3.6.8.	reliable health products. Access valid and reliable health information	mental/emotional health information from home, school or community.	
33.0.6.	from home, school or community.	S3.7.MEH.6.6. Locate valid and reliable	
S3.7.8.	Locate valid and reliable health products.	mental/emotional health products.	
S3.8.8.	Locate valid and reliable health services.	S3.8.MEH.7.6. Locate valid and reliable	
00.0.0.	Locate valid and reliable fleaten services.	mental/emotional health services.	
Standa	ord 5: Decision-Making Skills		
	its will demonstrate the ability to use decision	-making skills to enhance health.	
Benchma		Indicators	
S5.1.8.	Identify circumstances that help or hinder	S5.1.MEH.1.6. Identify circumstances that help or	
	healthy decision making.	hinder making a healthy decision related to	
S5.2.8.	Determine when situations require a	mental/emotional health.	
	health-related decision.	S5.2.MEH.2.6. Determine when situations require a	
\$5.3.8.	Distinguish when health-related decisions	decision related to mental/emotional health (e.g.,	
	should be made individually or with the	dealing with interpersonal conflict, managing	
	help of others.	emotional stress).	
S5.4.8.	Explain how family, culture, media, peers,	S5.3.MEH.3.6. Distinguish when decisions about a	
	and personal beliefs affect a health-related	mental or emotional health problem should be made	
	decision.	individually or with the help of others.	
S5.5.8.	Distinguish between healthy and unhealthy	S5.4.MEH.4.6. Explain how family, culture, media,	
	alternatives of a health-related decision.	peers, and personal beliefs affect a mental or	
S5.6.8.	Predict the potential outcomes of healthy	emotional health related decision.	
	and unhealthy alternatives to a health-	S5.5.MEH.5.6. Distinguish between healthy and	
CE 7.0	related decision.	unhealthy alternatives of a mental/emotional health-	
S5.7.8.	Choose a healthy alternative when making a health-related decision.	related decision.	
CE O O		S5.6.MEH.6.6. Predict the potential outcomes of	
S5.8.8.	Analyze the effectiveness of a final outcome of a health-related decision.	healthy and unhealthy alternatives of a mental/emotional health-related decision.	
	or a nearth-related decision.	S5.7.MEH.7.6. Choose a healthy alternative when	
		making a decision related to mental/emotional	
		making a decision related to mental/emotional	



Grades 6-8: Learning Outcomes

cal Education, Recre	ation, and Dance	
		S5.8.MEH.8.6. Analyze the effectiveness of a final
		outcome of a mental/emotional health-related
		decision.
Standa	ard 6: Goal Setting Skills	
	nts will demonstrate the ability to use goal-set	ting skills to enhance health.
Benchm		Indicators
S6.1.8.	Assess personal health practices.	S6.1.MEH.1.6. Assess personal mental/emotional
	·	•
S6.2.8.	Set a realistic personal health goal.	health practices.
\$6.3.8.	Assess the barriers to achieving a personal	S6.2.MEH.2.6. Set a realistic goal to improve or
İ	health goal.	maintain positive mental/emotional health.
S6.4.8.	Apply strategies to overcome barriers to	S6.3.MEH.3.6. Assess the barriers to achieving a goal to
	achieving a personal health goal.	improve or maintain positive mental/emotional health.
S6.5.8.	Use strategies and skills to achieve a	S6.4.MEH.4.6. Apply strategies to overcome barriers to
	personal health goal.	achieving a goal to improve or maintain positive
		mental/emotional health.
		S6.5.MEH.5.6. Use strategies and skills to achieve a goal
		to improve or maintain positive mental/emotional
Ct	and 7. Does this in a 11 a labe to the 1	health
	ard 7: Practicing Healthy Behaviors	
	nts will demonstrate the ability to practice hea	Ilth-enhancing behaviors and avoid or reduce health
risks.		
Benchm	ark	Indicators
S7.1.8.	Explain the importance of being responsible	S7.1.MEH.1.6. Explain the importance of being
	for personal health behaviors.	responsible for personal mental/emotional health
S7.2.8.	Analyze personal practices and behaviors	behaviors.
	that reduce or prevent health risks.	S7.2.MEH.2.6. Analyze personal mental/emotional
S7.3.8.	Demonstrate healthy practices and	health practices and behaviors that reduce or prevent
2. 10.0.	behaviors to improve the health of oneself	health risks.
	and others.	S7.3.MEH.3.6. Demonstrate healthy mental/emotional
C7 4 0		
S7.4.8.	Make a commitment to practice healthy	health practices and behaviors to improve the health of
	behaviors.	oneself and others.
		S7.4.MEH.4.6. Make a commitment to practice healthy
		mental/emotional health behaviors.
Standa	ard 8: Advocacy Skills	
Studer	nts will demonstrate the ability to advocate fo	r personal, family, and community health.
Benchm	-	Indicators
\$8.1.8.	State a health-enhancing position,	S8.1.MEH.1.6. State a health-enhancing position on a
50.2.0.	supported with accurate information, to	mental/emotional health topic, supported with
	improve the health of others.	
60.2.0	•	accurate information, to improve the health of others.
S8.2.8.	Persuade others to make positive health	S8.2.MEH.2.6. Persuade others to make positive
	choices.	mental/emotional health choices.
S8.3.8.	Collaborate with others to advocate for	S8.3.MEH.3.6. Collaborate with others to advocate for
	healthy individuals, families and schools.	improving mental/emotional health of individuals,
S8.4.8.	Demonstrate how to adapt positive health-	families, and schools.
	related messages for different audiences.	S8.4.MEH.4.6. Demonstrate how to adapt a positive
	related messages for different addictives.	mental/emotional health message for different
		audiences.



Gra	Grade 7 (MEH) – Essential		
Standard 1: Functional Knowledge			
	Students will comprehend concepts related to health promotion and disease prevention to enhance healt Benchmark Indicators		
		Indicators	
S1.1.8.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.MEH.1.7. Describe how mental and emotional health can affect health-related behaviors. S1.1.MEH.2.7. Explain the causes symptoms and effects of depression. S1.1.MEH.3.7. Explain the causes symptoms and effects of anxiety. S1.1.MEH.4.7. Describe the signs symptoms and consequences of common eating disorders. S1.1.MEH.5.7. Summarize feelings and emotions associated with loss and grief. S1.1.MEH.6.7. Explain the importance of a positive body image and self-perception. S1.1.MEH.7.7. Explain why people with eating	
		disorders need professional help.	
	ard 3: Accessing Resources		
		information, products, and services to enhance health.	
Benchm		Indicators	
S3.1.8.	Analyze the validity and reliability of health information.	S3.1.MEH.1.7. Analyze the validity and reliability of mental/emotional health information.	
S3.3.8.	Analyze the validity and reliability of health services.	S3.3.MEH.2.7. Analyze the validity and reliability of mental/emotional health services.	
\$3.4.8.	Describe situations that call for professional health services.	S3.4.MEH.3.7. Describe situations that call for professional mental/emotional health services.	
S3.6.8.	Access valid and reliable health information from home, school or community.	S3.6.MEH.4.7. Access valid and reliable mental/emotional health information from home,	
S3.8.8.	Locate valid and reliable health services.	school or community. S3.8.MEH.5.7. Locate valid and reliable	
		mental/emotional health services.	
Studer	ard 4: Interpersonal Communication Skills nts will demonstrate the ability to use interper or reduce health risks.	sonal communication skills to enhance health and	
Benchm		Indicators	
S4.1.8.	Demonstrate the use of effective verbal and	S4.1.MEH.1.7. Demonstrate the effective use of verbal	
	nonverbal communication skills to enhance health.	and nonverbal communication skills to enhance mental/emotional health.	
S4.6.8.	Demonstrate how to effectively ask for assistance to improve personal health.	S4.6.MEH.2.7. Demonstrate how to effectively ask for assistance to improve personal mental/emotional	
S4.7.8.	Demonstrate how to effectively communicate empathy and support for others.	health. S4.7.MEH.3.7. Demonstrate how to effectively communicate empathy and support for others.	



<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 7 (MEH) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchi	mark	Indicators
S2.1.8.	Explain the influence of school rules and	S2.1.MEH.1.7. Explain the influence of school rules and
	community laws on health practices and	community laws on issues pertaining to
	behaviors.	mental/emotional health.
S2.2.8.	Explain how perceptions of norms influence	S2.2.MEH.2.7. Explain how perceptions of norms
	healthy and unhealthy practices and	influence healthy and unhealthy mental health
	behaviors.	practices and behaviors.
S2.3.8.	Explain how social expectations influence	S2.3.MEH.3.7. Explain how social expectations
	healthy and unhealthy practices and	influence perceptions, practices, and behaviors
	behaviors.	pertaining to mental/emotional health
S2.4.8.	Explain how personal values and beliefs	S2.4.MEH.4.7. Explain how personal values and beliefs
	influence personal health practices and	influence perceptions, practices, and behaviors
	behaviors.	pertaining to mental/emotional health
S2.5.8.	Describe how some health risk behaviors	S2.5.MEH.5.7. Describe how some health risk
	influence the likelihood of engaging in other	behaviors influence the likelihood of engaging in other
	unhealthy behaviors.	unhealthy mental/emotional health behaviors (e.g.,
S2.6.8.	Analyze how relevant influences of family	how using alcohol and other drugs increase the risk of
	and culture affect personal health practices	suicide and self-injury).
62.7.0	and behaviors.	S2.6.MEH.6.7. Analyze how relevant influences of
S2.7.8.	Analyze how relevant influences of school	family and culture affect perceptions, practices, and
	and community affect personal health	behaviors pertaining to mental/emotional health.
S2.8.8.	practices and behaviors. Analyze how relevant influences of media	S2.7.MEH.7.7. Analyze how relevant influences of school and community affect perceptions, practices,
32.0.0.	and technology affect personal health	and behaviors pertaining to mental/emotional health
	practices and behaviors.	
S2.9.8.	Analyze how relevant influences of peers	S2.8.MEH.8.7. Analyze how relevant influences of media and technology affect perceptions, practices,
32.3.0.	affect personal health practices and	and behaviors pertaining to mental/emotional health
	behaviors.	S2.9.MEH.9.7. Analyze how relevant influences of
	oction to the contract of the	peers affect mental/emotional health practices and
		behaviors.
		www.riwtVt



	Standard 5: Decision-Making Skills		
Students will demonstrate the ability to use decision-making skills to enhance health.			
Benchmark		Indicators	
S5.1.8.	Identify circumstances that help or hinder	S5.1.MEH.1.7. Identify circumstances that help or	
	healthy decision making.	hinder making a healthy decision related to	
S5.2.8.	Determine when situations require a	mental/emotional health.	
	health-related decision.	S5.2.MEH.2.7. Determine when situations require a	
S5.3.8.	Distinguish when health-related decisions	decision related to mental/emotional health (e.g.,	
	should be made individually or with the	dealing with interpersonal conflict, managing	
	help of others.	emotional stress).	
S5.4.8.	Explain how family, culture, media, peers,	S5.3.MEH.3.7. Distinguish when decisions about a	
	and personal beliefs affect a health-related	mental or emotional health problem should be made	
	decision.	individually or with the help of others.	
S5.5.8.	Distinguish between healthy and unhealthy	S5.4.MEH.4.7. Explain how family, culture, media,	
65.60	alternatives of a health-related decision.	peers, and personal beliefs affect a mental or	
\$5.6.8.	Predict the potential outcomes of healthy	emotional health related decision (e.g., dealing with	
	and unhealthy alternatives to a health- related decision.	interpersonal conflict, acceptance of differences in others).	
S5.7.8.	Choose a healthy alternative when making a	S5.5.MEH.5.7. Distinguish between healthy and	
33.7.0.	health-related decision.	unhealthy alternatives of a mental/emotional health-	
S5.8.8.	Analyze the effectiveness of a final outcome	related decision.	
33.0.0.	of a health-related decision.	S5.6.MEH.6.7. Predict the potential outcomes of	
	of a fleater ferated decision.	healthy and unhealthy alternatives of a	
		mental/emotional health-related decision (e.g.,	
		response when angry, dealing with interpersonal	
		conflict).	
		S5.7.MEH.7.7. Choose a healthy alternative when	
		making a decision related to mental/emotional	
		S5.8.MEH.8.7. Analyze the effectiveness of a final	
		outcome of a mental/emotional health-related	
		decision (e.g., response when angry, dealing with	
		interpersonal conflict).	



	Standard 6: Goal Setting Skills			
Students will demonstrate the ability to use goal-setting skills to enhance health.				
Benchma	·	Indicators		
S6.1.8.	Assess personal health practices.	S6.1.MEH.1.7. Assess personal mental/emotional		
S6.2.8.	Set a realistic personal health goal.	health practices.		
S6.3.8.	Assess the barriers to achieving a personal	S6.2.MEH.2.7. Set a realistic goal to improve or		
30.3.6.	health goal.	maintain positive mental/emotional health.		
S6.4.8.	Apply strategies to overcome barriers to	S6.3.MEH.3.7. Assess the barriers to achieving a goal to		
30.4.0.	achieving a personal health goal.	improve or maintain positive mental/emotional health.		
S6.5.8.	Use strategies and skills to achieve a	S6.4.MEH.4.7. Apply strategies to overcome barriers to		
50.5.0.	personal health goal.	achieving a goal to improve or maintain positive		
	personal health goal.	mental/emotional health.		
		S6.5.MEH.5.7. Use strategies and skills to achieve a goal		
		to improve or maintain positive mental/emotional		
		health		
Standard	7: Practicing Healthy Behaviors			
	•	h-enhancing behaviors and avoid or reduce health risks.		
Benchma		Indicators		
S7.1.8.	Explain the importance of being responsible	S7.1.MEH.1.7. Explain the importance of being		
07.12.01	for personal health behaviors.	responsible for personal mental/emotional health		
S7.2.8.	Analyze personal practices and behaviors	behaviors.		
07.12.01	that reduce or prevent health risks.	S7.2.MEH.2.7. Analyze personal mental/emotional		
S7.3.8.	Demonstrate healthy practices and	health practices and behaviors that reduce or prevent		
	behaviors to improve the health of oneself	health risks.		
	and others.	S7.3.MEH.3.7. Demonstrate healthy mental/emotional		
S7.4.8.	Make a commitment to practice healthy	health practices and behaviors to improve the health		
	behaviors.	of oneself and others.		
		S7.4.MEH.4.7. Make a commitment to practice healthy		
		mental/emotional health behaviors.		
Standard	8: Advocacy Skills			
Students	will demonstrate the ability to advocate for p	personal, family, and community health.		
Benchma	ark	Indicators		
S8.1.8.	State a health-enhancing position,	S8.1.MEH.1.7. State a health-enhancing position on a		
	supported with accurate information, to	mental/emotional health topic, supported with		
	improve the health of others.	accurate information, to improve the health of others.		
S8.2.8.	Persuade others to make positive health	S8.2.MEH.2.7. Persuade others to make positive		
	choices.	mental/emotional health choices.		
\$8.3.8.	Collaborate with others to advocate for	S8.3.MEH.3.7. Collaborate with others to advocate for		
	healthy individuals, families and schools.	improving mental/emotional health of individuals,		
\$8.4.8.	Demonstrate how to adapt positive health-	families, and schools.		
	related messages for different audiences.	S8.4.MEH.4.7. Demonstrate how to adapt a positive		
		mental/emotional health message for different		
		audiences.		



and others.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Grade 8 (MFH) - Essential

Stude	nts will comprehend concepts related to healt	promotion and disease prevention to enhance health
Benchm	ark	Indicators
\$1.1.8.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.MEH.1.8. Describe a variety of appropriate ways to respond to stress when angry or upset. S1.1.MEH.2.8. Explain causes and effects of stress. S1.1.MEH.3.8. Describe personal stressors at home in school and with friends. S1.1.MEH.4.8. Explain positive and negative ways of dealing with stress. S1.1.MEH.5.8. Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. S1.1.MEH.6.8. Describe warning signs of people who are in danger of hurting themselves or others.
Standa	ard 4: Interpersonal Communication Skills	5 5
Stude	· · · · · · · · · · · · · · · · · · ·	sonal communication skills to enhance health and
Benchm	avoid or reduce health risks.	La di cata da
	ark	Indicators
	Decree of a the control of a first and a first and	CAA NATILA O December to the effect?
S4.1.8.	Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	S4.1.MEH.1.8. Demonstrate the effective use of verba and nonverbal communication skills to enhance mental and emotional health.
S4.1.8. S4.6.8.	nonverbal communication skills to enhance	and nonverbal communication skills to enhance
S4.6.8.	nonverbal communication skills to enhance health. Demonstrate how to effectively ask for assistance to improve personal health.	and nonverbal communication skills to enhance mental and emotional health. S4.6.MEH.2.8. Demonstrate how to effectively ask for assistance to improve personal mental and emotional
\$4.6.8. Stand	nonverbal communication skills to enhance health. Demonstrate how to effectively ask for assistance to improve personal health. ard 7: Practicing Healthy Behaviors	and nonverbal communication skills to enhance mental and emotional health. S4.6.MEH.2.8. Demonstrate how to effectively ask for assistance to improve personal mental and emotiona health. S4.6.MEH.3.8. Demonstrate how to seek help for a friend or family member who is showing signs of suicidal ideation S4.6.MEH.4.8. Demonstrate how to communicate to a trusted adult if there is a perception that someone wants tengage in violence.
\$4.6.8. Stand	nonverbal communication skills to enhance health. Demonstrate how to effectively ask for assistance to improve personal health. ard 7: Practicing Healthy Behaviors ints will demonstrate the ability to practice hea	and nonverbal communication skills to enhance mental and emotional health. S4.6.MEH.2.8. Demonstrate how to effectively ask for assistance to improve personal mental and emotiona health. S4.6.MEH.3.8. Demonstrate how to seek help for a friend or family member who is showing signs of suicidal ideation S4.6.MEH.4.8. Demonstrate how to communicate to a trusted adult if there is a perception that someone wants to
Standa Stude	nonverbal communication skills to enhance health. Demonstrate how to effectively ask for assistance to improve personal health. ard 7: Practicing Healthy Behaviors hts will demonstrate the ability to practice hearisks.	and nonverbal communication skills to enhance mental and emotional health. S4.6.MEH.2.8. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health. S4.6.MEH.3.8. Demonstrate how to seek help for a friend or family member who is showing signs of suicidal ideation S4.6.MEH.4.8. Demonstrate how to communicate to a trusted adult if there is a perception that someone wants the engage in violence. Ith-enhancing behaviors and avoid or reduce health
\$4.6.8. Stand	nonverbal communication skills to enhance health. Demonstrate how to effectively ask for assistance to improve personal health. ard 7: Practicing Healthy Behaviors hts will demonstrate the ability to practice hearisks.	and nonverbal communication skills to enhance mental and emotional health. S4.6.MEH.2.8. Demonstrate how to effectively ask for assistance to improve personal mental and emotiona health. S4.6.MEH.3.8. Demonstrate how to seek help for a friend or family member who is showing signs of suicidal ideation S4.6.MEH.4.8. Demonstrate how to communicate to a trusted adult if there is a perception that someone wants tengage in violence.



<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 8 (MEH) – Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors

behaviors.		
Benchm	ark	Indicators
S2.1.8.	Explain the influence of school rules and	S2.1.MEH.1.8. Explain the influence of school rules and
	community laws on health practices and	community laws on issues pertaining to
	behaviors.	mental/emotional health.
S2.2.8.	Explain how perceptions of norms influence	S2.2.MEH.2.8. Explain how perceptions of norms
	healthy and unhealthy practices and	influence healthy and unhealthy mental health
	behaviors.	practices and behaviors.
S2.3.8.	Explain how social expectations influence	S2.3.MEH.3.8. Explain how social expectations
	healthy and unhealthy practices and	influence perceptions, practices, and behaviors
	behaviors.	pertaining to mental/emotional health
S2.4.8.	Explain how personal values and beliefs	S2.4.MEH.4.8. Explain how personal values and beliefs
	influence personal health practices and	influence perceptions, practices, and behaviors
	behaviors.	pertaining to mental/emotional health
S2.5.8.	Describe how some health risk behaviors	S2.5.MEH.5.8. Describe how some health risk
	influence the likelihood of engaging in other	behaviors influence the likelihood of engaging in other
	unhealthy behaviors.	unhealthy mental/emotional health behaviors.
S2.6.8.	Analyze how relevant influences of family	S2.6.MEH.6.8. Analyze how relevant influences of
	and culture affect personal health practices	family and culture affect perceptions, practices, and
	and behaviors.	behaviors pertaining to mental/emotional health.
S2.7.8.	Analyze how relevant influences of school	S2.7.MEH.7.8. Analyze how relevant influences of
	and community affect personal health	school and community affect perceptions, practices,
	practices and behaviors.	and behaviors pertaining to mental/emotional health
S2.8.8.	Analyze how relevant influences of media	S2.8.MEH.8.8. Analyze how relevant influences of
	and technology affect personal health	media and technology affect perceptions, practices,
	practices and behaviors.	and behaviors pertaining to mental/emotional health
S2.9.8.	Analyze how relevant influences of peers	S2.9.MEH.9.8. Analyze how relevant influences of
	affect personal health practices and	peers affect mental/emotional health practices and
	behaviors.	behaviors.



Students wil				
	II dawaanahahaha baa abilibu ba access ualid in	Standard 3: Accessing Resources		
Students will demonstrate the ability to access valid information, products, and services to enhance health.				
Benchmark		Indicators		
	nalyze the validity and reliability of health formation.	S3.1.MEH.1.8. Analyze the validity and reliability of mental/emotional health information.		
	nalyze the validity and reliability of health	S3.3.MEH.2.8. Analyze the validity and reliability of		
	ervices.	mental/emotional health services.		
S3.4.8. De	escribe situations that call for professional	S3.4.MEH.3.8. Describe situations that call for		
he	ealth services.	professional mental/emotional health services.		
	etermine the availability of valid and	S3.5.MEH.4.8. Determine the availability of valid and		
	liable health products.	reliable mental/emotional health products.		
	ccess valid and reliable health information	S3.6.MEH.5.8. Access valid and reliable		
	om home, school or community.	mental/emotional health information from home,		
	ocate valid and reliable health products.	school or community.		
S3.8.8. Lo	ocate valid and reliable health services.	S3.7.MEH.6.8. Locate valid and reliable		
		mental/emotional health products.		
		S3.8.MEH.7.8. Locate valid and reliable		
		mental/emotional health services.		
	5: Decision-Making Skills			
	will demonstrate the ability to use decision			
Benchmark		Indicators		
	entify circumstances that help or hinder	S5.1.MEH.1.8. Identify circumstances that help or		
	ealthy decision making.	hinder making a healthy decision related to		
	etermine when situations require a	mental/emotional health.		
	ealth-related decision.	S5.2.MEH.2.8. Determine when situations require a		
	stinguish when health-related decisions	decision related to mental/emotional health.		
	ould be made individually or with the	S5.3.MEH.3.8. Distinguish when decisions about a		
	elp of others.	mental or emotional health problem should be made		
	splain how family, culture, media, peers,	individually or with the help of others.		
	nd personal beliefs affect a health-related ecision.	S5.4.MEH.4.8. Explain how family, culture, media, peers, and personal beliefs affect a mental or		
	stinguish between healthy and unhealthy	emotional health related decision.		
	ternatives of a health-related decision.	S5.5.MEH.5.8. Distinguish between healthy and		
	redict the potential outcomes of healthy	unhealthy alternatives of a mental/emotional health-		
	nd unhealthy alternatives to a health-	related decision.		
	lated decision.	S5.6.MEH.6.8. Predict the potential outcomes of		
	noose a healthy alternative when making a	healthy and unhealthy alternatives of a		
	ealth-related decision.	mental/emotional health-related decision.		
	nalyze the effectiveness of a final outcome	S5.7.MEH.7.8. Choose a healthy alternative when		
	a health-related decision.	making a decision related to mental/emotional		
	· · · · · · · · · · · · · · · · · · ·	S5.8.MEH.8.8. Analyze the effectiveness of a final		
		outcome of a mental/emotional health-related		
		decision.		



Grades 6-8: Learning Outcomes

al Education, Recre			
Standa	Standard 6: Goal Setting Skills		
Students will demonstrate the ability to use goal-setting skills to enhance health.			
Benchm	ark	Indicators	
S6.1.8.	Assess personal health practices.	S6.1.MEH.1.8. Assess personal mental/emotional	
S6.2.8.	Set a realistic personal health goal.	health practices.	
S6.3.8.	Assess the barriers to achieving a personal	S6.2.MEH.2.8. Set a realistic goal to improve or	
	health goal.	maintain positive mental/emotional health.	
S6.4.8.	Apply strategies to overcome barriers to	S6.3.MEH.3.8. Assess the barriers to achieving a goal to	
	achieving a personal health goal.	improve or maintain positive mental/emotional health.	
S6.5.8.	Use strategies and skills to achieve a	S6.4.MEH.4.8. Apply strategies to overcome barriers to	
	personal health goal.	achieving a goal to improve or maintain positive	
		mental/emotional health.	
		S6.5.MEH.5.8. Use strategies and skills to achieve a goal	
		to improve or maintain positive mental/emotional	
		health	
	Standard 8: Advocacy Skills		
	nts will demonstrate the ability to advocate fo		
Benchm		Indicators	
S8.1.8.	State a health-enhancing position,	S8.1.MEH.1.8. State a health-enhancing position on a	
	supported with accurate information, to	mental/emotional health topic, supported with	
	improve the health of others.	accurate information, to improve the health of others.	
S8.2.8.	Persuade others to make positive health	S8.2.MEH.2.8. Persuade others to make positive	
	choices.	mental/emotional health choices.	
S8.3.8.	Collaborate with others to advocate for	S8.3.MEH.3.8. Collaborate with others to advocate for	
	healthy individuals, families and schools.	improving mental/emotional health of individuals,	
S8.4.8.	Demonstrate how to adapt positive health-	families, and schools.	
	related messages for different audiences.	S8.4.MEH.4.8. Demonstrate how to adapt a positive mental/emotional health message for different	
		mental/emotional health message for unferent	

audiences.



Personal Health and Wellness (PHW)

Grade 6 (PHW) - Essential			
	Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance		
Benchn	Benchmark Indicators		
S1.1.8.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.PHW.1.6. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. S1.1.PHW.2.6. Summarize the benefits of getting proper rest and sleep for healthy growth and development. S1.1.PHW.3.6. Identify common causes of noise induced hearing loss. S1.1.PHW.4.6. Describe appropriate ways to protect vision and hearing. S1.1.PHW.5.6. Summarize actions to take to protect oneself against potential damage from exposure to the sun.	
	rd 6: Goal Setting Skills ts will demonstrate the ability to use goal-so	etting skills to enhance health.	
Benchm	ark	Indicators	
\$6.1.8. \$6.2.8. \$6.3.8.	Assess personal health practices. Set a realistic personal health goal. Assess the barriers to achieving a personal health goal.	S6.1.PHW.1.6. Assess personal health and wellness-related practices. S6.2.PHW.2.6. Set a realistic goal to improve a positive personal health and wellness-related	
S6.4.8.	Apply strategies to overcome barriers to achieving a personal health goal.	practice. S6.3.PHW.3.6. Assess the barriers to achieving a	
S6.5.8.	Use strategies and skills to achieve a personal health goal.	personal health and wellness-related goal. S6.4.PHW.4.6. Apply strategies to overcome barriers to achieving a personal health and wellness-related goal. S6.5.PHW.5.6. Use strategies and skills to achieve a personal health and wellness-related goal.	



<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 6 (PHW) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchma	ark	Indicators
S2.1.8.	Explain the influence of school rules and community laws on health practices and behaviors.	S2.1.PHW.1.6. Explain the influence of school rules and community laws on personal health and wellness-related practices and behaviors.
S2.2.8.	Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	S2.2.PHW.2.6. Explain how perceptions of norms influence healthy and unhealthy personal health and wellness related practices and behaviors.
S2.3.8.	Explain how social expectations influence healthy and unhealthy practices and behaviors.	S2.3.PHW.3.6. Explain how social expectations influence healthy and unhealthy personal health and wellness related practices and behaviors.
S2.4.8.	Explain how personal values and beliefs influence personal health practices and behaviors.	S2.4.PHW.4.6. Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.
S2.5.8.	Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	S2.5.PHW.5.6. Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other
S2.6.8.	Analyze how relevant influences of family and culture affect personal health practices and behaviors.	unhealthy personal health and wellness-related behaviors. S2.6.PHW.6.6. Analyze how relevant influences of
S2.7.8.	Analyze how relevant influences of school and community affect personal health practices and behaviors.	family and culture affect personal health and wellness-related practices and behaviors. S2.7.PHW.7.6. Analyze how relevant influences of
S2.8.8.	Analyze how relevant influences of media and technology affect personal health practices and behaviors.	school and community affect personal health and wellness related practices and behaviors. S2.8.PHW.8.6. Analyze how relevant influences of
S2.9.8.	Analyze how relevant influences of peers affect personal health practices and behaviors.	media and technology affect personal health and wellness related practices and behaviors. S2.9.PHW.9.6. Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.



Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.		
Benchm		Indicators
S3.1.8.	Analyze the validity and reliability of	S3.1.PHW.1.6. Analyze the validity and reliability of
	health information.	personal health and wellness information.
S3.2.8.	Analyze the validity and reliability of	S3.2.PHW.2.6. Analyze the validity and reliability of
	health products.	personal health and wellness products.
S3.3.8.	Analyze the validity and reliability of	S3.3.PHW.3.6. Analyze the validity and reliability of
	health services.	personal health and wellness services.
S3.4.8.	Describe situations that call for	S3.4.PHW.4.6. Describe situations that call for
60 5 6	professional health services.	professional personal health and wellness services.
S3.5.8.	Determine the availability of valid and reliable health products.	S3.5.PHW.5.6. Determine the availability of valid and reliable personal health and wellness products.
S3.6.8.	Access valid and reliable health	S3.6.PHW.6.6. Access valid and reliable personal
	information from home, school or	health and wellness information from home, school
	community.	or community.
S3.7.8.	Locate valid and reliable health products.	S3.7.PHW.7.6. Locate valid and reliable personal
S3.8.8.	Locate valid and reliable health services.	health and wellness products.
		S3.8.PHW.8.6. Locate valid and reliable personal
		health and wellness services.
Student	rd 4: Interpersonal Communication Skills ts will demonstrate the ability to use interport r reduce health risks.	ersonal communication skills to enhance health and
Benchm		Indicators
S4.1.8.	Demonstrate the use of effective verbal	S4.1.PHW.1.6. Demonstrate the use of effective
34.1.0.	and nonverbal communication skills to	verbal and nonverbal communication skills to
	enhance health.	enhance personal health and wellness.
S4.3.8.	Demonstrate effective peer resistance	S4.3.PHW.2.6. Demonstrate effective peer
54.5.6.	skills to avoid or reduce health risks	resistance skills to avoid or reduce participating in
S4.4.2.	Demonstrate effective negotiation skills	behaviors that can negatively affect personal health
51.1.2.	to avoid or reduce health risks.	and wellness.
S4.6.8.	Demonstrate how to effectively ask for	S4.4.PHW.3.6. Demonstrate effective negotiation
3 110101	assistance to improve personal health.	skills to avoid or reduce participating in behaviors
S4.7.8.	Demonstrate how to effectively	that can negatively affect personal health and
	communicate empathy and support for	wellness.
	others.	S4.6.PHW.4.6. Demonstrate how to effectively ask
		for assistance to improve personal health and
		wellness and the health of others.
		S4.7.PHW.5.6. Demonstrate how to effectively
		communicate empathy and support for others to
		improve their personal health and wellness



Standard 5: Decision-Making Skills			
	Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchm		Indicators	
S5.1.8. S5.2.8.	Identify circumstances that help or hinder healthy decision making. Determine when situations require a	S5.1.PHW.1.6. Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.	
	health-related decision.	S5.2.PHW.2.6. Determine when personal health and	
S5.3.8.	Distinguish when health-related decisions should be made individually or with the help of others.	wellness situations require a decision. S5.3.PHW.3.6. Distinguish when decisions about personal health and wellness should be made	
S5.4.8.	Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	individually or with the help of others. S5.4.PHW.4.6. Explain how family, culture, media, peers, and personal beliefs affect a personal health	
S5.5.8.	Distinguish between healthy and unhealthy alternatives of a health-related decision.	and wellness-related decision. S5.5.PHW.5.6. Distinguish between healthy and unhealthy alternatives of a personal health and	
S5.6.8.	Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	wellness-related decision. S5.6.PHW.6.6. Predict the potential outcomes of healthy and unhealthy alternatives to a personal	
S5.7.8.	Choose a healthy alternative when making a health-related decision.	health and wellness-related decision. S5.7.PHW.7.6. Choose a healthy alternative when	
S5.8.8.	Analyze the effectiveness of a final outcome of a health-related decision.	making a personal health and wellness-related decision.	
		S5.8.PHW.8.6. Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.	
		ealth-enhancing behaviors and avoid or reduce	
Benchm	ark	Indicators	
S7.1.8.	Explain the importance of being responsible for personal health behaviors.	S7.1.PHW.1.6. Explain the importance of being responsible for personal health and wellness-related behaviors.	
S7.2.8.	Analyze personal practices and behaviors that reduce or prevent health risks.	S7.2.PHW.2.6. Analyze personal health and wellness-related practices and behaviors that reduce	
S7.3.8.	Demonstrate healthy practices and behaviors to improve the health of oneself and others.	or prevent health risks. S7.3.PHW.3.6. Demonstrate healthy practices and behaviors to improve the personal health and	
S7.4.8.	Make a commitment to practice healthy behaviors.	wellness of oneself and others. S7.4.PHW.4.6. Make a commitment to practice positive personal health and wellness-related behaviors.	



Standard	d 8: Advocacy Skills	
Students	s will demonstrate the ability to advocate for	or personal, family, and community health.
Benchm	ark	Indicators
\$8.1.8. \$8.2.8.	State a health-enhancing position, supported with accurate information, to improve the health of others. Persuade others to make positive health	S8.1.PHW.1.6. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others. S8.2.PHW.2.6. Persuade others to make positive
\$8.3.8.	choices. Collaborate with others to advocate for healthy individuals, families and schools.	personal health and wellness-related choices. S8.3.PHW.3.6. Collaborate with others to advocate for individuals, families and schools to be healthy.
\$8.4.8.	Demonstrate how to adapt positive health-related messages for different audiences.	S8.4.PHW.4.6. Demonstrate how to adapt a person health and wellness-related message for different audiences.
Gra	de 7 (PHW) – Essent	tial
Student health.		Ith promotion and disease prevention to enhance
Benchm S1.1.8.	Students will comprehend	Indicators S1.1.PHW.1.7. Explain the difference between
	developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	infectious, noninfectious, acute, and chronic diseases. S1.1.PHW.2.7. Summarize ways that common infectious diseases are transmitted. S1.1.PHW.3.7. Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. S1.1.PHW.4.7. Describe food safety strategies that can control germs that cause foodborne illnesses. S1.1.PHW.5.7. Describe how an inactive lifestyle contributes to chronic disease. S1.1.PHW.6.7. Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases. S1.1.PHW.7.7. Describe the potential health and social consequences of popular fads or trends such as body piercing and tattooing.
	rd 3: Accessing Resources as will demonstrate the ability to access vali	id information, products, and services to enhance
Benchm	ark	Indicators
S3.1.8.	Analyze the validity and reliability of health information.	S3.1.PHW.1.7. Analyze the validity and reliability of online information about infectious and chronic



Grades 6-8: Learning Outcomes

S3.4.8.	Describe situations that call for	S3.4.PHW.2.7. Describe situations in which a trained
	professional health services.	professional should be contacted regarding
		infectious or chronic conditions.

<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 7 (PHW) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on

health behaviors.			
Benchm	nark	Indicators	
S2.1.8.	Explain the influence of school rules and community laws on health practices and behaviors.	S2.1.PHW.1.7. Explain the influence of school rules and community laws on personal health and wellness-related practices and behaviors.	
S2.2.8.	Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	S2.2.PHW.2.7. Explain how perceptions of norms influence healthy and unhealthy personal health and wellness related practices and behaviors.	
S2.3.8.	Explain how social expectations influence healthy and unhealthy practices and behaviors.	S2.3.PHW.3.7. Explain how social expectations influence healthy and unhealthy personal health and wellness related practices and behaviors.	
S2.4.8.	Explain how personal values and beliefs influence personal health practices and behaviors.	S2.4.PHW.4.7. Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.	
S2.5.8.	Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	S2.5.PHW.5.7. Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other	
S2.6.8.	Analyze how relevant influences of family and culture affect personal health practices and behaviors.	unhealthy personal health and wellness-related behaviors. S2.6.PHW.6.7. Analyze how relevant influences of	
S2.7.8.	Analyze how relevant influences of school and community affect personal health practices and behaviors.	family and culture affect personal health and wellness-related practices and behaviors. S2.7.PHW.7.7. Analyze how relevant influences of	
S2.8.8.	Analyze how relevant influences of media and technology affect personal health practices and behaviors.	school and community affect personal health and wellness related practices and behaviors. S2.8.PHW.8.7. Analyze how relevant influences of	
S2.9.8.	Analyze how relevant influences of peers affect personal health practices and behaviors.	media and technology affect personal health and wellness related practices and behaviors. S2.9.PHW.9.7. Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.	



Standard 4: Interpersonal Communication Skills				
Students will demonstrate the ability to use interpersonal communication skills to enhance health and				
	avoid or reduce health risks.			
Benchmark		Indicators		
S4.1.8.	Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	S4.1.PHW.1.7. Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.		
S4.2.8.	Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.	S4.3.PHW.2.7. Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness. S4.4.PHW.3.7. Demonstrate effective negotiation		
S4.3.8.	Demonstrate effective peer resistance skills to avoid or reduce health risks	skills to avoid or reduce participating in behaviors that can negatively affect personal health and		
S4.4.2.	Demonstrate effective negotiation skills to avoid or reduce health risks.	wellness. S4.6.PHW.4.7. Demonstrate how to effectively ask		
S4.5.8.	Demonstrate healthy ways to manage or resolve conflict.	for assistance to improve personal health and wellness and the health of others.		
S4.6.8.	Demonstrate how to effectively ask for assistance to improve personal health.	S4.7.PHW.5.7. Demonstrate how to effectively communicate empathy and support for others to		
S4.7.8.	Demonstrate how to effectively communicate empathy and support for	improve their personal health and wellness		
	others.			
	d 5: Decision-Making Skills	n making skille to anhance bestly		
Benchma	s will demonstrate the ability to use decision	Indicators		
	-			
S5.1.8. S5.2.8.	Identify circumstances that help or hinder healthy decision making. Determine when situations require a	S5.1.PHW.1.7. Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.		
S5.3.8.	health-related decision. Distinguish when health-related decisions	S5.2.PHW.2.7. Determine when personal health and wellness situations require a decision.		
55.5.6.	should be made individually or with the help of others.	S5.3.PHW.3.7. Distinguish when decisions about personal health and wellness should be made		
S5.4.8.	Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	individually or with the help of others. S5.4.PHW.4.7. Explain how family, culture, media, peers, and personal beliefs affect a personal health		
S5.5.8.	Distinguish between healthy and unhealthy alternatives of a health-related decision.	and wellness-related decision. S5.5.PHW.5.7. Distinguish between healthy and unhealthy alternatives of a personal health and		
S5.6.8.	Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	wellness-related decision. S5.6.PHW.6.7. Predict the potential outcomes of healthy and unhealthy alternatives to a personal		
S5.7.8.	Choose a healthy alternative when making a health-related decision.	health and wellness-related decision.		



Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance hea Benchmark S6.1.8. Assess personal health practices. S6.2.8. Set a realistic personal health goal. S6.3.8. Assess the barriers to achieving a personal health goal. S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal. S6.5.8. Use strategies and skills to achieve a personal health and well personal health goal. S6.4.PHW.4.7. Apply strategies to overcome barriers to personal health and well personal health goal.	and wellness-related
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance hea Benchmark S6.1.8. Assess personal health practices. S6.2.8. Set a realistic personal health goal. S6.3.8. Assess the barriers to achieving a personal health goal. S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal. S6.5.8. Use strategies and skills to achieve a personal health and well personal health goal. S6.4.PHW.4.7. Apply strategies to overcome achieve a personal health and well s6.4.PHW.4.7. Apply strategies to set achieve a personal health goal. S6.5.8. Use strategies and skills to achieve a personal health and well s6.4.PHW.4.7. Apply strategies and set achieve a personal health goal.	
Students will demonstrate the ability to use goal-setting skills to enhance heat Benchmark S6.1.8. Assess personal health practices. S6.2.8. Set a realistic personal health goal. S6.3.8. Assess the barriers to achieving a personal health goal. S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal. S6.5.8. Use strategies and skills to achieve a personal health and well personal health goal. S6.4.PHW.4.7. Apply strategies to secure a personal health and well secure a personal health goal. S6.5.8. Use strategies and skills to achieve a personal health and well secure a personal health goal.	
Students will demonstrate the ability to use goal-setting skills to enhance heat Benchmark S6.1.8. Assess personal health practices. S6.2.8. Set a realistic personal health goal. S6.3.8. Assess the barriers to achieving a personal health goal. S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal. S6.5.8. Use strategies and skills to achieve a personal health goal. S6.4.PHW.4.7. Apply strategies to overcome barriers to personal health and well personal health goal. S6.5.8. Use strategies and skills to achieve a personal health and well s6.4.PHW.4.7. Apply strategies to overcome barriers to personal health and well personal health goal.	
S6.1.8. Assess personal health practices. S6.2.8. Set a realistic personal health goal. S6.3.8. Assess the barriers to achieving a personal health goal. S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal. S6.5.8. Use strategies and skills to achieve a personal health goal. S6.4.PHW.1.7. Assess personal related practices. S6.2.PHW.2.7. Set a realiant positive personal health and personal health goal. S6.5.8. Use strategies and skills to achieve a personal health and well s6.4.PHW.4.7. Apply strategies and skills to achieve a personal health goal.	lth.
S6.2.8. Set a realistic personal health goal. S6.3.8. Assess the barriers to achieving a personal health goal. S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal. S6.5.8. Use strategies and skills to achieve a personal health goal. S6.4.PHW.4.7. Apply strategies and skills to achieve a personal health goal.	
S6.3.8. Assess the barriers to achieving a personal health goal. S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal. S6.5.8. Use strategies and skills to achieve a personal health goal. S6.4.PHW.2.7. Set a realiant positive personal health and practice. S6.3.PHW.3.7. Assess the personal health and well personal health goal.	rsonal health and wellness-
personal health goal. S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal. S6.5.8. Use strategies and skills to achieve a personal health goal. S6.4.PHW.4.7. Apply strategies and skills to achieve a personal health goal.	
achieving a personal health goal. S6.3.PHW.3.7. Assess the personal health and well personal health goal. S6.4.PHW.4.7. Apply stra	-
S6.5.8. Use strategies and skills to achieve a personal health and well personal health goal. S6.4.PHW.4.7. Apply stra	harriers to achieving a
personal health goal. S6.4.PHW.4.7. Apply stra	
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to achieving a personal h	ealth and wellness-related
goal.	
S6.5.PHW.5.7. Use strate	gies and skills to achieve a
personal health and well	ness-related goal.
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors health risks.	and avoid or reduce
Benchmark Indicators	
S7.1.8. Explain the importance of being S7.1.PHW.1.7. Explain the	e importance of being
	health and wellness-related
behaviors. behaviors.	
S7.2.8. Analyze personal practices and behaviors S7.2.PHW.2.7. Analyze per	
·	s and behaviors that reduce
S7.3.8. Demonstrate healthy practices and or prevent health risks.	
behaviors to improve the health of oneself and others. S7.3.PHW.3.7. Demonstr	ate healthy practices and
S7.4.8. Make a commitment to practice healthy wellness of oneself and c	personal health and
behaviors. S7.4.PHW.4.7. Make a copositive personal health abehaviors.	•



sical Education, Re	cal Education, Recreation, and Dance			
Standa	Standard 8: Advocacy Skills			
Studer	Students will demonstrate the ability to advocate for personal, family, and community health.			
Benchmark		Indicators		
S8.1.8.	State a health-enhancing position,	S8.1.PHW.1.7. State a health-enhancing position,		
	supported with accurate information, to	supported with accurate information, to improve		
	improve the health of others.	the personal health and wellness of others.		
S8.2.8.	Persuade others to make positive health	S8.2.PHW.2.7. Persuade others to make positive		
	choices.	personal health and wellness-related choices.		
S8.3.8.	Collaborate with others to advocate for	S8.3.PHW.3.7. Collaborate with others to advocate		
	healthy individuals, families and schools.	for individuals, families and schools to be healthy.		
S8.4.8.	Demonstrate how to adapt positive	S8.4.PHW.4.7. Demonstrate how to adapt a personal		
	health-related messages for different	health and wellness-related message for different		
	audiences.	audiences.		

Grade 8 (PHW) - Essential

Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance

health.		
Benchma	ark	Indicators
S1.1.8.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.PHW.1.8. Explain how the most common STIs are transmitted. S1.1.PHW.2.8. Explain how HIV is transmitted. S1.1.PHW.3.8. Describe usual signs and symptoms of common STIs. S1.1.PHW.4.8. Describe usual signs and symptoms of HIV. S1.1.PHW.5.8. Explain that some STIs and HIV are asymptomatic. S1.1.PHW.6.8. Explain the short- and long-term consequences of common STIs. S1.1.PHW.7.8. Explain the short- and long-term consequences of HIV. S1.1.PHW.8.8. Summarize which STIs can be cured and which can be treated. S1.1.PHW.9.8. Explain that being sexually abstinent is the only 100% way to prevent STIs and HIV. S1.1.PHW.10.8. Summarize ways to decrease the spread of STIs and HIV. S1.1.PHW.11.8. Describe ways sexually active people can reduce the risk of HIV and other STIs including HPV.



Grades 6-8: Learning Outcomes

Standard	2: An	alyzing	Influences
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Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark		Indicators
S2.1.8.	Explain the influence of school rules and	S2.1.PHW.1.8. Explain the influence of school rules
	community laws on health practices and	and community laws on personal health and
	behaviors.	wellness-related practices and behaviors.
S2.2.8.	Explain how perceptions of norms	S2.2.PHW.2.8. Explain how perceptions of norms
	influence healthy and unhealthy practices	influence healthy and unhealthy personal health and
	and behaviors.	wellness related practices and behaviors.
S2.3.8.	Explain how social expectations influence	S2.3.PHW.3.8. Explain how social expectations
	healthy and unhealthy practices and	influence healthy and unhealthy personal health and
	behaviors.	wellness related practices and behaviors.
S2.4.8.	Explain how personal values and beliefs	S2.4.PHW.4.8. Explain how personal values and
	influence personal health practices and	beliefs influence personal health and wellness-
	behaviors.	related practices and behaviors.
S2.5.8.	Describe how some health risk behaviors	S2.5.PHW.5.8. Describe how some personal health
	influence the likelihood of engaging in	risk behaviors, such as using alcohol and other
	other unhealthy behaviors.	drugs, influence the likelihood of engaging in other
S2.6.8.	Analyze how relevant influences of family	unhealthy personal health and wellness-related
	and culture affect personal health	behaviors.
	practices and behaviors.	S2.6.PHW.6.8. Analyze how relevant influences of
S2.7.8.	Analyze how relevant influences of	family and culture affect personal health and
	school and community affect personal	wellness-related practices and behaviors.
	health practices and behaviors.	S2.7.PHW.7.8. Analyze how relevant influences of
S2.8.8.	Analyze how relevant influences of media	school and community affect personal health and
	and technology affect personal health	wellness related practices and behaviors.
	practices and behaviors.	S2.8.PHW.8.8. Analyze how relevant influences of
S2.9.8.	Analyze how relevant influences of peers	media and technology affect personal health and
	affect personal health practices and	wellness related practices and behaviors.
	behaviors.	S2.9.PHW.9.8. Analyze how relevant influences of
		peers affect personal health and wellness-related
Cl !	d E. Docicion Making Skills	practices and behaviors.

Standard 5: Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Students will demonstrate the ability to use decision-making skills to emilance health.		
Benchmark		Indicators
S5.1.8.	Identify circumstances that help or	S5.1.PHW.1.8. Identify circumstances that help or
	hinder healthy decision making.	hinder making a healthy decision related to
S5.3.8.	Distinguish when health-related decisions	avoiding the consequences of STIs.
	should be made individually or with the	S5.3.PHW.2.8. Distinguish when decisions about
	help of others.	sexual health should be made individually or with
S5.4.8.	Explain how family, culture, media, peers,	the help of others.
	and personal beliefs affect a health-	S5.4.PHW.3.8. Explain how family, culture, media,
	related decision.	peers, and personal beliefs affect decisions to
S5.5.8.	Distinguish between healthy and	prevent STIs.
	unhealthy alternatives of a health-related	S5.5.PHW.4.8. Distinguish between healthy and
	decision.	unhealthy alternatives of a decision to prevent STIs.



Grades 6-8: Learning Outcomes

S5.6.8.	Predict the potential outcomes of healthy	S5.6.PHW.5.8. Predict the potential outcomes of
	and unhealthy alternatives to a health-	healthy and unhealthy alternatives to a decision to
	related decision.	prevent STIs.
S5.7.8.	Choose a healthy alternative when	S5.7.PHW.6.8. Choose a healthy alternative when
	making a health-related decision.	making a decision to prevent STIs.
S5.8.8.	Analyze the effectiveness of a final	S5.8.PHW.7.8. Analyze the effectiveness of a final
	outcome of a health-related decision.	outcome of a decision to prevent STIs.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 8 (PHW) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchm	ark	Indicators	
S2.1.8.	Explain the influence of school rules and	S2.1.PHW.1.8. Explain the influence of school rules	
	community laws on health practices and behaviors.	and community laws on personal health and	
S2.2.8.		wellness-related practices and behaviors.	
32.2.8.	Explain how perceptions of norms influence healthy and unhealthy practices	S2.2.PHW.2.8. Explain how perceptions of norms influence healthy and unhealthy personal health and	
	and behaviors.	wellness related practices and behaviors.	
S2.3.8.	Explain how social expectations influence	S2.3.PHW.3.8. Explain how social expectations	
52.5.0.	healthy and unhealthy practices and	influence healthy and unhealthy personal health and	
	behaviors.	wellness related practices and behaviors.	
S2.4.8.	Explain how personal values and beliefs	S2.4.PHW.4.8. Explain how personal values and	
	influence personal health practices and	beliefs influence personal health and wellness-	
	behaviors.	related practices and behaviors.	
S2.5.8.	Describe how some health risk behaviors	S2.5.PHW.5.8. Describe how some personal health	
	influence the likelihood of engaging in	risk behaviors, such as using alcohol and other	
	other unhealthy behaviors.	drugs, influence the likelihood of engaging in other	
S2.6.8.	Analyze how relevant influences of family	unhealthy personal health and wellness-related	
	and culture affect personal health	behaviors.	
	practices and behaviors.	S2.6.PHW.6.8. Analyze how relevant influences of	
S2.7.8.	Analyze how relevant influences of	family and culture affect personal health and	
	school and community affect personal	wellness-related practices and behaviors.	
	health practices and behaviors.	S2.7.PHW.7.8. Analyze how relevant influences of	
S2.8.8.	Analyze how relevant influences of media	school and community affect personal health and	
	and technology affect personal health	wellness related practices and behaviors.	
60.00	practices and behaviors.	S2.8.PHW.8.8. Analyze how relevant influences of	
S2.9.8.	Analyze how relevant influences of peers	media and technology affect personal health and	
	affect personal health practices and behaviors.	wellness related practices and behaviors.	
	Deliaviors.	S2.9.PHW.9.8. Analyze how relevant influences of peers affect personal health and wellness-related	
		practices and behaviors.	
		practices and Denaviors.	



Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.			
Benchma		Indicators	
S3.1.8.	Analyze the validity and reliability of health information.	S3.1.PHW.1.8. Analyze the validity and reliability of personal health and wellness information.	
S3.2.8.	Analyze the validity and reliability of health products.	S3.2.PHW.2.8. Analyze the validity and reliability of personal health and wellness products.	
\$3.3.8.	Analyze the validity and reliability of health services.	S3.3.PHW.3.8. Analyze the validity and reliability of personal health and wellness services.	
S3.4.8.	Describe situations that call for professional health services.	S3.4.PHW.4.8. Describe situations that call for professional personal health and wellness services.	
S3.5.8.	Determine the availability of valid and reliable health products.	S3.5.PHW.5.8. Determine the availability of valid and reliable personal health and wellness products.	
\$3.6.8.	Access valid and reliable health information from home, school or community.	S3.6.PHW.6.8. Access valid and reliable personal health and wellness information from home, school or community.	
S3.7.8.	Locate valid and reliable health products.	S3.7.PHW.7.8. Locate valid and reliable personal	
\$3.8.8.	Locate valid and reliable health services.	health and wellness products.	
		S3.8.PHW.8.8. Locate valid and reliable personal	
		health and wellness services.	
	d 6: Goal Setting Skills		
	s will demonstrate the ability to use goal-se	_	
Benchma		Indicators	
S6.1.8.	Assess personal health practices.	S6.1.PHW.1.8. Assess personal health and wellness-	
S6.2.8.	Set a realistic personal health goal.	related practices.	
S6.3.8.	Assess the barriers to achieving a	S6.2.PHW.2.8. Set a realistic goal to improve a	
66.4.0	personal health goal.	positive personal health and wellness-related	
S6.4.8.	Apply strategies to overcome barriers to	practice.	
S6.5.8.	achieving a personal health goal.	S6.3.PHW.3.8. Assess the barriers to achieving a	
36.5.8.	Use strategies and skills to achieve a	personal health and wellness-related goal.	
	personal health goal.	S6.4.PHW.4.8. Apply strategies to overcome barriers to achieving a personal health and wellness-related	
		goal. S6.5.PHW.5.8. Use strategies and skills to achieve a personal health and wellness-related goal.	



Grades 6-8: Learning Outcomes

Standard	7:	Practicing	Healthy	y Behaviors
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Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce

Studen	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce		
health risks.			
Benchmark		Indicators	
S7.1.8.	Explain the importance of being	S7.1.PHW.1.8. Explain the importance of being	
	responsible for personal health	responsible for personal health and wellness-related	
	behaviors.	behaviors.	
S7.2.8.	Analyze personal practices and behaviors	S7.2.PHW.2.8. Analyze personal health and	
	that reduce or prevent health risks.	wellness-related practices and behaviors that reduce	
S7.3.8.	Demonstrate healthy practices and	or prevent health risks.	
	behaviors to improve the health of	S7.3.PHW.3.8. Demonstrate healthy practices and	
	oneself and others.	behaviors to improve the personal health and	
S7.4.8.	Make a commitment to practice healthy	wellness of oneself and others.	
	behaviors.	S7.4.PHW.4.8. Make a commitment to practice	
		positive personal health and wellness-related	
		behaviors.	
Standar	Standard 8: Advocacy Skills		
Student	ts will demonstrate the ability to advocate f	or personal, family, and community health.	
Benchmark		Indicators	
S8.1.8.	State a health-enhancing position,	S8.1.PHW.1.8. State a health-enhancing position,	
	supported with accurate information, to	supported with accurate information, to improve	
	improve the health of others.	the personal health and wellness of others.	
S8.2.8.	Persuade others to make positive health	S8.2.PHW.2.8. Persuade others to make positive	

Belicilliark		Illuicators
S8.1.8.	State a health-enhancing position,	S8.1.PHW.1.8. State a health-enhancing position,
	supported with accurate information, to	supported with accurate information, to improve
	improve the health of others.	the personal health and wellness of others.
S8.2.8.	Persuade others to make positive health	S8.2.PHW.2.8. Persuade others to make positive
	choices.	personal health and wellness-related choices.
\$8.3.8.	Collaborate with others to advocate for	S8.3.PHW.3.8. Collaborate with others to advocate
	healthy individuals, families and schools.	for individuals, families and schools to be healthy.
\$8.4.8.	Demonstrate how to adapt positive	S8.4.PHW.4.8. Demonstrate how to adapt a personal
	health-related messages for different	health and wellness-related message for different
	audiences.	audiences.



Safety - (SAFE)

Grade 6 (SAFE) – Essential

Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchn	nark	Indicators
S1.1.8.	Students will comprehend	S1.1.SAFE.1.6. Describe ways to reduce risk of
	developmentally appropriate, functional	injuries as a pedestrian.
	health information to help them adopt	S1.1.SAFE.2.6. Describe actions to change unsafe
	healthy behaviors in the following health	situations at home.
	content areas: Alcohol, Tobacco, and	S1.1.SAFE.3.6. Describe actions to change unsafe
	other Drugs, Healthy Eating, Mental and	situations at school.
	Emotional Health, Personal Health and	S1.1.SAFE.4.6. Describe ways to reduce risk of
	Wellness, Human Growth and	injuries from firearms.
	Development, Healthy Relationships,	S1.1.SAFE.5.6. Describe why household products are
	Safety, Violence Prevention.	harmful if ingested or inhaled.

Standard 7: Practicing Healthy Behaviors

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Benchmark		Indicators
S7.1.8.	Explain the importance of being	S7.1.SAFE.1.6. Explain the importance of being
	responsible for personal health	responsible for promoting safety and avoiding or
	behaviors.	reducing injury.
S7.2.8.	Analyze personal practices and behaviors	S7.2.SAFE.2.6. Analyze practices and behaviors that
	that reduce or prevent health risks.	reduce or prevent injuries.
S7.3.8.	Demonstrate healthy practices and	S7.3.SAFE.3.6. Demonstrate healthy practices and
	behaviors to improve the health of	behaviors to improve safety and injury prevention of
	oneself and others.	oneself and others.



<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 6 (SAFE) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark		Indicators	
S2.1.8.	Explain the influence of school rules and	S2.1.SAFE.1.6. Explain the influence of school rules	
	community laws on health practices and	and community laws on safety and injury prevention	
	behaviors.	practices and behaviors.	
S2.2.8.	Explain how perceptions of norms	S2.2.SAFE.2.6. Explain how perceptions of norms	
	influence healthy and unhealthy practices	influence healthy and unhealthy safety and injury	
	and behaviors.	prevention practices and behaviors.	
S2.3.8.	Explain how social expectations influence	S2.3.SAFE.3.6. Explain how social expectations	
	healthy and unhealthy practices and	influence healthy and unhealthy safety and injury	
	behaviors.	prevention practices and behaviors.	
S2.4.8.	Explain how personal values and beliefs	S2.4.SAFE.4.6. Explain how personal values and	
	influence personal health practices and	beliefs influence personal safety and injury	
	behaviors.	prevention practices and behaviors.	
S2.5.8.	Describe how some health risk behaviors	S2.5.SAFE.5.6. Describe how some health risk	
	influence the likelihood of engaging in	behaviors influence safety and injury prevention	
	other unhealthy behaviors.	practices and behaviors.	
S2.6.8.	Analyze how relevant influences of family	S2.6.SAFE.6.6. Analyze how relevant influences of	
	and culture affect personal health	family and culture affect personal safety and injury	
	practices and behaviors.	prevention practices and behaviors.	
S2.7.8.	Analyze how relevant influences of	S2.7.SAFE.7.6. Analyze how relevant influences of	
	school and community affect personal	school and community affect personal safety and	
	health practices and behaviors.	injury prevention practices and behaviors.	
S2.8.8.	Analyze how relevant influences of media	S2.8.SAFE.8.6. Analyze how relevant influences of	
	and technology affect personal health	media and technology affect personal safety and	
	practices and behaviors.	injury prevention practices and behaviors.	
S2.9.8.	Analyze how relevant influences of peers	S2.9.SAFE.9.6. Analyze how relevant influences of	
	affect personal health practices and	peers affect personal safety and injury prevention	
	behaviors.	practices.	

Standard 3: Accessing Resources

Students will demonstrate the ability to access valid information, products, and services to enhance

Benchm	ark	Indicators
S3.1.8.	Analyze the validity and reliability of health information.	S3.1.SAFE.1.6. Analyze the validity and reliability of safety and injury prevention information.
S3.2.8.	Analyze the validity and reliability of health products.	S3.2.SAFE.2.6. Analyze the validity and reliability of safety and injury prevention products.
\$3.3.8.	Analyze the validity and reliability of health services.	S3.3.SAFE.3.6. Analyze the validity and reliability of safety and injury prevention services.
S3.4.8.	Describe situations that call for professional health services.	S3.4.SAFE.4.6. Describe situations that call for professional safety and injury prevention services.



Grades 6-8: Learning Outcomes

S3.5.8.	Determine the availability of valid and	S3.5.SAFE.5.6. Determine the availability of valid and
	reliable health products.	reliable safety and injury prevention products.
\$3.6.8.	Access valid and reliable health	S3.6.SAFE.6.6. Access valid and reliable safety and
	information from home, school or	injury prevention information from home, school or
	community.	community.
S3.7.8.	Locate valid and reliable health products.	S3.7.SAFE.7.6. Locate valid and reliable safety and
\$3.8.8.	Locate valid and reliable health services.	injury prevention products.
		S3.8.SAFE.8.6. Locate valid and reliable safety and
		injury prevention services.

Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchm	ark	Indicators
S4.1.8.	Demonstrate the use of effective verbal	S4.1.SAFE.1.6. Demonstrate the use of effective
	and nonverbal communication skills to	verbal and nonverbal communication skills to
	enhance health.	enhance safety and injury prevention.
S4.2.8.	Demonstrate how to manage personal	S4.2.SAFE.2.6. Demonstrate how to manage
	information in electronic	personal information in electronic communications
	communications and when using social	and when using social media to protect the personal
	media to protect the personal health and	safety of oneself and others.
	safety of oneself and others.	S4.3.SAFE.3.6. Demonstrate effective peer
S4.3.8.	Demonstrate effective peer resistance	resistance skills to avoid or reduce injury.
	skills to avoid or reduce health risks	S4.4.SAFE.4.6. Demonstrate effective negotiation
S4.4.2.	Demonstrate effective negotiation skills	skills to avoid or reduce injury.
	to avoid or reduce health risks.	S4.5.SAFE.5.6. Demonstrate healthy ways to manage
S4.5.8.	Demonstrate healthy ways to manage or	or resolve conflict to avoid or reduce injury.
	resolve conflict.	S4.6.SAFE.6.6. Demonstrate how to effectively ask
S4.6.8.	Demonstrate how to effectively ask for	for assistance to avoid or reduce personal injury.
	assistance to improve personal health.	



Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.				
Benchma		Indicators		
S5.1.8.	Identify circumstances that help or	S5.1.SAFE.1.6. Identify circumstances that help or		
33.1.0.	hinder healthy decision making.	hinder healthy decision making related to safety and		
S5.2.8.	Determine when situations require a	injury prevention.		
33.2.0.	health-related decision.	S5.2.SAFE.2.6. Determine when situations require a		
S5.3.8.	Distinguish when health-related decisions	decision related to safety and injury prevention.		
00.0.0.	should be made individually or with the	S5.3.SAFE.3.6. Distinguish when safety and injury		
	help of others.	prevention decisions should be made individually or		
S5.4.8.	Explain how family, culture, media, peers,	with the help of others.		
	and personal beliefs affect a health-	S5.4.SAFE.4.6. Explain how family, culture, media,		
	related decision.	peers, and personal beliefs affect a decision related		
S5.5.8.	Distinguish between healthy and	to safety and injury prevention.		
	unhealthy alternatives of a health-related	S5.5.SAFE.5.6. Distinguish between healthy and		
	decision.	unhealthy alternatives to a decision related to safety		
S5.6.8.	Predict the potential outcomes of healthy	and injury prevention.		
	and unhealthy alternatives to a health-	S5.6.SAFE.6.6. Predict the potential outcomes of		
	related decision.	healthy and unhealthy alternatives to a decision that		
S5.7.8.	Choose a healthy alternative when	could lead to injury.		
	making a health-related decision.	S5.7.SAFE.7.6. Choose a healthy alternative when		
S5.8.8.	Analyze the effectiveness of a final	making a decision related to safety and injury		
	outcome of a health-related decision.	prevention.		
		S5.8.SAFE.8.6. Analyze the effectiveness of a final		
		outcome of a decision related to safety and injury		
		prevention.		
	d 6: Goal Setting Skills			
	s will demonstrate the ability to use goal-se			
Benchma		Indicators		
S6.1.8.	Assess personal health practices.	S6.1.SAFE.1.6. Assess personal safety and injury		
S6.2.8.	Set a realistic personal health goal.	prevention practices.		
\$6.3.8.	Assess the barriers to achieving a	S6.2.SAFE.2.6. Set a realistic personal goal to avoid		
66.40	personal health goal.	or reduce injury.		
S6.4.8.	Apply strategies to overcome barriers to	S6.3.SAFE.3.6. Assess the barriers to achieving a		
66 5 6	achieving a personal health goal.	personal goal to avoid or reduce injury.		
S6.5.8.	Use strategies and skills to achieve a	S6.4.SAFE.4.6. Apply strategies to overcome barriers		
	personal health goal.	to achieving a personal goal to avoid or reduce		
		injuries.		
		S6.5.SAFE.5.6. Use strategies and skills to achieve a		
		goal to personal avoid or reduce injuries.		



Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.			
Benchm	*	Indicators	
S8.1.8.	State a health-enhancing position, supported with accurate information, to improve the health of others.	S8.1.SAFE.1.6. State a health enhancing position, supported with accurate information, to improve the safety of others.	
S8.2.8.	Persuade others to make positive health choices.	S8.2.SAFE.2.6. Persuade others to make positive safety and injury prevention choices.	
S8.3.8.	Collaborate with others to advocate for healthy individuals, families and schools.	S8.3.SAFE.3.6. Collaborate with others to advocate for individuals, families and school safety and injury	
\$8.4.8.	Demonstrate how to adapt positive health-related messages for different audiences.	prevention. S8.4.SAFE.4.6. Demonstrate how to adapt safety and injury prevention messages for different audiences.	

Grade 7 (SAFE) - Essential

Not addressed in Grade 7.

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 7 (SAFE) - Supportive

Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance

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Benchn	nark	Indicators
S1.1.8.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.SAFE.1.7. Describe ways to reduce risk of injuries while riding in or on a motor vehicle. S1.1.SAFE.2.7. Identify protective equipment needed for sports and recreational activities. S1.1.SAFE.3.7. Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating. S1.1.SAFE.4.7. Explain the risks associated with using alcohol or other drugs and driving a motor vehicle. S1.1.SAFE.5.7. Describe the relationship between using alcohol and other drugs and injuries. Identify actions to take to prevent injuries during severe weather. S1.1.SAFE.6.7. Describe ways to reduce risk of injuries from falls. S1.1.SAFE.7.7. Describe ways to reduce risk of injuries around water. S1.1.SAFE.8.7. Describe ways to reduce risk of injuries in case of fire.



Grades 6-8: Learning Outcomes

al Education, Recreation, and Dance	
	S1.1.SAFE.9.7. Describe ways to reduce risk of
	injury when playing sports.
	S1.1.SAFE.10.7. Describe how sharing or posting
	personal information electronically about self or
	others on social media sites can negatively impact
	personal safety of self or others.
	S1.1.SAFE.11.7. Explain climate-related physical
	conditions that affect personal safety, such as heat
	exhaustion, sunburn, heat stroke, and
	hypothermia.
	S1.1.SAFE.12.7. Describe ways to reduce risk of
	injuries as a pedestrian.
	S1.1.SAFE.13.7. Describe actions to change unsafe
	situations at home.
	S1.1.SAFE.14.7. Describe actions to change unsafe
	situations at school.
	S1.1.SAFE.15.7. Describe actions to change unsafe
	situations in the community.
	S1.1.SAFE.16.7. Describe ways to reduce risk of
	injuries from firearms.
	S1.1.SAFE.17.7. Describe why household products
	are harmful if ingested or inhaled.
	S1.1.SAFE.18.7. Describe potential risks associated
	with over the counter medicines.
	S1.1.SAFE.19.7. Describe first response procedures
	needed to treat injuries and other emergencies.
	S1.1.SAFE.20.7. Determine the benefits of reducing
	the risks for injury.
Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers, culture, media, technology and other factors on	

health behaviors

iicaitii k	nearth behaviors.		
Benchmark		Indicators	
S2.1.8.	Explain the influence of school rules and	S2.1.SAFE.1.7. Explain the influence of school rules	
	community laws on health practices and	and community laws on safety and injury prevention	
	behaviors.	practices and behaviors.	
S2.2.8.	Explain how perceptions of norms	S2.2.SAFE.2.7. Explain how perceptions of norms	
	influence healthy and unhealthy practices	influence healthy and unhealthy safety and injury	
	and behaviors.	prevention practices and behaviors.	
S2.3.8.	Explain how social expectations influence	S2.3.SAFE.3.7. Explain how social expectations	
	healthy and unhealthy practices and	influence healthy and unhealthy safety and injury	
	behaviors.	prevention practices and behaviors.	
S2.4.8.	Explain how personal values and beliefs	S2.4.SAFE.4.7. Explain how personal values and	
	influence personal health practices and	beliefs influence personal safety and injury	
	behaviors.	prevention practices and behaviors.	
S2.5.8.	Describe how some health risk behaviors	S2.5.SAFE.5.7. Describe how some health risk	
	influence the likelihood of engaging in	behaviors influence safety and injury prevention	
	other unhealthy behaviors.		



S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors. S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors. S2.8.8. Analyze how relevant influences of school and community affect personal health practices and behaviors. S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors. S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors. S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors. S2.9.5.AFE.7. Analyze how relevant influence media and technology affect personal safety injury prevention practices and behaviors. S2.9.5.AFE.9.7. Analyze how relevant influence media and technology affect personal safety injury prevention practices and behaviors. S2.9.5.AFE.9.7. Analyze how relevant influence media and technology affect personal safety injury prevention practices and behaviors. S2.9.5.AFE.9.7. Analyze how relevant influence media and technology affect personal safety injury prevention practices and behaviors. S2.9.5.AFE.9.7. Analyze how relevant influence media and technology affect personal safety injury prevention practices and behaviors. S2.9.5.AFE.9.7. Analyze how relevant influence media and technology affect personal safety injury prevention practices and behaviors. S2.9.5.AFE.9.7. Analyze how relevant influence media and technology affect personal safety injury prevention practices and behaviors. S2.9.5.AFE.9.7. Analyze how relevant influence media and technology affect personal safety injury prevention practices and behaviors. S2.9.5.AFE.9.7. Analyze how relevant influence media and technology affect personal safety and injury prevention practices. S2.9.5.AFE.9.7. Analyze how relevant influence media and technology affect personal safety and injury prevention information. S3.1.S.AFE.9.7. Analyze how relevant influence media and technology af	ces of ces of cand ces of ces
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C2 6 9 Accordingly and reliable health C2 6 CAFF 6.7 Accordingly and reliable cofety	
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community. community.	
S3.7.8. Locate valid and reliable health products. S3.7.SAFE.7.7. Locate valid and reliable safety	y and
S3.8.8. Locate valid and reliable health services. injury prevention products.	
S3.8.SAFE.8.7. Locate valid and reliable safety	y and
injury prevention services.	
Standard 4: Interpersonal Communication Skills	
Students will demonstrate the ability to use interpersonal communication skills to enhance healt	
avoid or reduce health risks.	th and
Benchmark Indicators	th and
S4.1.8. Demonstrate the use of effective verbal S4.1.SAFE.1.7. Demonstrate the use of effect	th and
and nonverbal communication skills to verbal and nonverbal communication skills to	
enhance health. enhance safety and injury prevention.	tive
S4.2.8. Demonstrate how to manage personal S4.2.SAFE.2.7. Demonstrate how to manage	tive
	tive
	tive o
information in electronic personal information in electronic communic	tive o cation:
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\$4.3.8.	Demonstrate effective peer resistance skills to avoid or reduce health risks	applications) to protect the personal safety of oneself and others.
C 1 1 2		
S4.4.2.	Demonstrate effective negotiation skills	S4.3.SAFE.3.7. Demonstrate effective peer
6450	to avoid or reduce health risks.	resistance skills to avoid or reduce injury.
S4.5.8.	Demonstrate healthy ways to manage or	S4.4.SAFE.4.7. Demonstrate effective negotiation
	resolve conflict.	skills to avoid or reduce injury.
S4.6.8.	Demonstrate how to effectively ask for	S4.5.SAFE.5.7. Demonstrate healthy ways to manage
	assistance to improve personal health.	or resolve conflict to avoid or reduce injury.
		S4.6.SAFE.6.7. Demonstrate how to effectively ask
		for assistance to avoid or reduce personal injury.
	d 5: Decision-Making Skills	
	s will demonstrate the ability to use decision	
Benchma	ark	Indicators
S5.1.8.	Identify circumstances that help or	S5.1.SAFE.1.7. Identify circumstances that help or
	hinder healthy decision making.	hinder healthy decision making related to safety and
S5.2.8.	Determine when situations require a	injury prevention.
	health-related decision.	S5.2.SAFE.2.7. Determine when situations require a
S5.3.8.	Distinguish when health-related decisions	decision related to safety and injury prevention.
	should be made individually or with the	S5.3.SAFE.3.7. Distinguish when safety and injury
	help of others.	prevention decisions should be made individually or
S5.4.8.	Explain how family, culture, media, peers,	with the help of others.
	and personal beliefs affect a health-	S5.4.SAFE.4.7. Explain how family, culture, media,
	related decision.	peers, and personal beliefs affect a decision related
S5.5.8.	Distinguish between healthy and	to safety and injury prevention.
	unhealthy alternatives of a health-related	S5.5.SAFE.5.7. Distinguish between healthy and
	decision.	unhealthy alternatives to a decision related to safety
S5.6.8.	Predict the potential outcomes of healthy	and injury prevention.
33.0.0.	and unhealthy alternatives to a health-	S5.6.SAFE.6.7. Predict the potential outcomes of
	related decision.	healthy and unhealthy alternatives to a decision that
S5.7.8.	Choose a healthy alternative when	could lead to injury.
55.7.0.	making a health-related decision.	S5.7.SAFE.7.7. Choose a healthy alternative when
S5.8.8.	Analyze the effectiveness of a final	making a decision related to safety and injury
33.0.0.	outcome of a health-related decision.	prevention.
	outcome of a fleditif-related decision.	·
		S5.8.SAFE.8.7. Analyze the effectiveness of a final
		outcome of a decision related to safety and injury
		prevention.



	d 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.		
Benchma		Indicators
S6.1.8.	Assess personal health practices.	S6.1.SAFE.1.7. Assess personal safety and injury
S6.2.8.	Set a realistic personal health goal.	prevention practices.
S6.3.8.	Assess the barriers to achieving a	S6.2.SAFE.2.7. Set a realistic personal goal to avoid
30.3.0.	personal health goal.	or reduce injury.
S6.4.8.	Apply strategies to overcome barriers to	S6.3.SAFE.3.7. Assess the barriers to achieving a
30.4.0.	achieving a personal health goal.	personal goal to avoid or reduce injury.
S6.5.8.	Use strategies and skills to achieve a	S6.4.SAFE.4.7. Apply strategies to overcome barriers
30.3.0.	personal health goal.	to achieving a personal goal to avoid or reduce
	personal meaning gain	injuries.
		S6.5.SAFE.5.7. Use strategies and skills to achieve a
		goal to personal avoid or reduce injuries.
Standar	d 7: Practicing Healthy Behaviors	Boar to personal avoid of readed injuries.
	•	alth-enhancing behaviors and avoid or reduce health
risks.	The second secon	and a second sec
Benchma	ark	Indicators
S7.1.8.	Explain the importance of being	S7.1.SAFE.1.7. Explain the importance of being
0712101	responsible for personal health	responsible for promoting safety and avoiding or
	behaviors.	reducing injury.
S7.2.8.	Analyze personal practices and behaviors	S7.2.SAFE.2.7. Analyze practices and behaviors that
07.2.0.	that reduce or prevent health risks.	reduce or prevent injuries.
S7.3.8.	Demonstrate healthy practices and	S7.3.SAFE.3.7. Demonstrate healthy practices and
	behaviors to improve the health of	behaviors to improve safety and injury prevention of
	oneself and others.	oneself and others.
S7.4.8.	Make a commitment to practice healthy	S7.4.SAFE.4.7. Make a commitment to practice
	behaviors.	safety and injury prevention.
Standar	d 8: Advocacy Skills	
	s will demonstrate the ability to advocate for	or personal, family, and community health.
Benchma		Indicators
S8.1.8.	State a health-enhancing position,	S8.1.SAFE.1.7. State a health enhancing position,
	supported with accurate information, to	supported with accurate information, to improve
	improve the health of others.	the safety of others.
S8.2.8.	Persuade others to make positive health	S8.2.SAFE.2.7. Persuade others to make positive
	choices.	safety and injury prevention choices.
		S8.3.SAFE.3.7. Collaborate with others to advocate
		for individuals, families and school safety and injury
		prevention.
		S8.4.SAFE.4.7. Demonstrate how to adapt safety
		and injury prevention messages for different
		audiences.



Grades 6-8: Learning Outcomes

Grade 8 (SAFE) – Essential

Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchm	ark	Indicators
S1.1.8.	Students will comprehend	S1.1.SAFE.1.8. Describe ways to reduce risk of
	developmentally appropriate, functional	injury when playing sports.
	health information to help them adopt	S1.1.SAFE.2.8. Explain climate-related physical
	healthy behaviors in the following health	conditions that affect personal safety such as heat
	content areas: Alcohol, Tobacco, and	exhaustion sunburn heat stroke and hypothermia.
	other Drugs, Healthy Eating, Mental and	S1.1.SAFE.3.8. Identify protective equipment
	Emotional Health, Personal Health and	needed for sports and recreational activities.
	Wellness, Human Growth and	S1.1.SAFE.4.8. Explain the importance of helmets
	Development, Healthy Relationships,	and other safety gear for biking riding a scooter
	Safety, Violence Prevention.	skateboarding and inline skating.
		S1.1.SAFE.5.8. Describe ways to reduce risk of
		injuries while riding in or on a motor vehicle.

Standard 8: Advocacy Skills

Students will demonstrate the ability to advocate for personal, family, and community health

Benchmark		Indicators
S8.2.8.	Persuade others to make positive health choices.	S8.2.SAFE.2.8. Persuade others to make positive safety and injury prevention choices.
S8.3.8.	Collaborate with others to advocate for healthy individuals, families and schools.	
S8.4.8.	Demonstrate how to adapt positive health-related messages for different audiences.	

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 8 (SAFE) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

TOWNER WORKER TO TO		
Benchm	ark	Indicators
S2.1.8.	Explain the influence of school rules and	S2.1.SAFE.1.8. Explain the influence of school rules
	community laws on health practices and	and community laws on safety and injury prevention
	behaviors.	practices and behaviors.
S2.2.8.	Explain how perceptions of norms	S2.1.SAFE.2.8. Explain how perceptions of norms
	influence healthy and unhealthy practices	influence healthy and unhealthy safety and injury
	and behaviors.	prevention practices and behaviors.



Grades 6-8: Learning Outcomes

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	S2.3.8.	Explain how social expectations influence	S2.1.SAFE.3.8. Explain how social expectations
		healthy and unhealthy practices and	influence healthy and unhealthy safety and injury
		behaviors.	prevention practices and behaviors.
	S2.4.8.	Explain how personal values and beliefs	S2.1.SAFE.4.8. Explain how personal values and
		influence personal health practices and	beliefs influence personal safety and injury
		behaviors.	prevention practices and behaviors.
	S2.5.8.	Describe how some health risk behaviors	S2.1.SAFE.5.8. Describe how some health risk
		influence the likelihood of engaging in	behaviors influence safety and injury prevention
		other unhealthy behaviors.	practices and behaviors (e.g., how alcohol and other
	S2.6.8.	Analyze how relevant influences of family	drug use increased the risk of unintentional injury).
		and culture affect personal health	S2.1.SAFE.6.8. Analyze how relevant influences of
		practices and behaviors.	family and culture affect personal safety and injury
	S2.7.8.	Analyze how relevant influences of	prevention practices and behaviors.
		school and community affect personal	S2.1.SAFE.7.8. Analyze how relevant influences of
		health practices and behaviors.	school and community affect personal safety and
	S2.8.8.	Analyze how relevant influences of media	injury prevention practices and behaviors.
		and technology affect personal health	S2.1.SAFE.8.8. Analyze how relevant influences of
		practices and behaviors.	media and technology affect personal safety and
	S2.9.8.	Analyze how relevant influences of peers	injury prevention practices and behaviors.
		affect personal health practices and	S2.1.SAFE.9.8. Analyze how relevant influences of
		behaviors.	peers affect personal safety and injury prevention
			practices.

Standard 3: Accessing Resources

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Benchma	ark	Indicators
S3.1.8.	Analyze the validity and reliability of	S3.1.SAFE.1.8. Analyze the validity and reliability of
	health information.	safety and injury prevention information.
S3.2.8.	Analyze the validity and reliability of	S3.2.SAFE.2.8. Analyze the validity and reliability of
	health products.	safety and injury prevention products.
\$3.3.8.	Analyze the validity and reliability of	S3.3.SAFE.3.8. Analyze the validity and reliability of
	health services.	safety and injury prevention services.
S3.4.8.	Describe situations that call for	S3.4.SAFE.4.8. Describe situations that call for
	professional health services.	professional safety and injury prevention services.
S3.5.8.	Determine the availability of valid and	S3.5.SAFE.5.8. Determine the availability of valid and
	reliable health products.	reliable safety and injury prevention products.
S3.6.8.	Access valid and reliable health	S3.6.SAFE.6.8. Access valid and reliable safety and
	information from home, school or	injury prevention information from home, school or
	community.	community.
S3.7.8.	Locate valid and reliable health products.	S3.7.SAFE.7.8. Locate valid and reliable safety and
S3.8.8.	Locate valid and reliable health services.	injury prevention products.
		S3.8.SAFE.8.8. Locate valid and reliable safety and
		injury prevention services.



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avoid or reduce health risks.		
Students will demonstrate the ability to use interpersonal communication skills to enhance health and		
Standard 4: Interpersonal Communication Skills		

avoid or reduce health risks.		
Benchmark		Indicators
S4.1.8.	Demonstrate the use of effective verbal	S4.1.SAFE.1.8. Demonstrate the use of effective
	and nonverbal communication skills to	verbal and nonverbal communication skills to
	enhance health.	enhance safety and injury prevention.
S4.2.8.	Demonstrate how to manage personal	S4.2.SAFE.2.8. Demonstrate how to manage
	information in electronic	personal information in electronic communications
	communications and when using social	and when using social media (e.g., chat groups, e-
	media to protect the personal health and	mail, texting, websites, phone and tablet
	safety of oneself and others.	applications) to protect the personal safety of
S4.3.8.	Demonstrate effective peer resistance	oneself and others.
	skills to avoid or reduce health risks.	S4.3.SAFE.3.8. Demonstrate effective peer
S4.4.2.	Demonstrate effective negotiation skills	resistance skills to avoid or reduce injury.
	to avoid or reduce health risks.	S4.4.SAFE.4.8. Demonstrate effective negotiation
S4.5.8.	Demonstrate healthy ways to manage or	skills to avoid or reduce injury.
	resolve conflict.	S4.5.SAFE.5.8. Demonstrate healthy ways to manage
S4.6.8.	Demonstrate how to effectively ask for	or resolve conflict to avoid or reduce injury.
	assistance to improve personal health.	S4.6.SAFE.6.8. Demonstrate how to effectively ask
		for assistance to avoid or reduce personal injury.



Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchma		Indicators
S5.1.8.	Identify circumstances that help or	S5.1.SAFE.1.8. Identify circumstances that help or
00.1.0.	hinder healthy decision making.	hinder healthy decision making related to safety and
S5.2.8.	Determine when situations require a	injury prevention.
00.2.0.	health-related decision.	S5.2.SAFE.2.8. Determine when situations require a
S5.3.8.	Distinguish when health-related decisions	decision related to safety and injury prevention.
	should be made individually or with the	S5.3.SAFE.3.8. Distinguish when safety and injury
	help of others.	prevention decisions should be made individually or
S5.4.8.	Explain how family, culture, media, peers,	with the help of others.
	and personal beliefs affect a health-	S5.4.SAFE.4.8. Explain how family, culture, media,
	related decision.	peers, and personal beliefs affect a decision related
S5.5.8.	Distinguish between healthy and	to safety and injury prevention.
	unhealthy alternatives of a health-related	S5.5.SAFE.5.8. Distinguish between healthy and
	decision.	unhealthy alternatives to a decision related to safety
S5.6.8.	Predict the potential outcomes of healthy	and injury prevention.
	and unhealthy alternatives to a health-	S5.6.SAFE.6.8. Predict the potential outcomes of
	related decision.	healthy and unhealthy alternatives to a decision that
S5.7.8.	Choose a healthy alternative when	could lead to injury.
	making a health-related decision.	S5.7.SAFE.7.8. Choose a healthy alternative when
S5.8.8.	Analyze the effectiveness of a final	making a decision related to safety and injury
	outcome of a health-related decision.	prevention.
		S5.8.SAFE.8.8. Analyze the effectiveness of a final
		outcome of a decision related to safety and injury
		prevention.
	d 6: Goal Setting Skills	
	s will demonstrate the ability to use goal-se	
Benchma		Indicators
S6.1.8.	Assess personal health practices.	S6.1.SAFE.1.8. Assess personal safety and injury
S6.2.8.	Set a realistic personal health goal.	prevention practices.
S6.3.8.	Assess the barriers to achieving a	S6.2.SAFE.2.8. Set a realistic personal goal to avoid
CC 4.0	personal health goal.	or reduce injury.
S6.4.8.	Apply strategies to overcome barriers to	S6.3.SAFE.3.8. Assess the barriers to achieving a
S6.5.8.	achieving a personal health goal. Use strategies and skills to achieve a	personal goal to avoid or reduce injury. S6.4.SAFE.4.8. Apply strategies to overcome barriers
30.3.6.	personal health goal.	to achieving a personal goal to avoid or reduce
	personal health goal.	injuries.
		S6.5.SAFE.5.8. Use strategies and skills to achieve a
		goal to personal avoid or reduce injuries.
		goal to personal avoid of reduce injulies.



Student	Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
Benchm	ark	Indicators	
S7.1.8.	Explain the importance of being responsible for personal health behaviors.	S7.1.SAFE.1.8. Explain the importance of being responsible for promoting safety and avoiding or reducing injury.	
S7.2.8.	Analyze personal practices and behaviors that reduce or prevent health risks.	S7.2.SAFE.2.8. Analyze practices and behaviors that reduce or prevent injuries.	
S7.3.8.	Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.3.SAFE.3.8. Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.	
S7.4.8.	Make a commitment to practice healthy behaviors.	S7.4.SAFE.4.8. Make a commitment to practice safety and injury prevention.	

Violence Prevention – (VP)

Grade 6 (VP) - Essential Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.		
Benchm	nark	Indicators
S1.1.8.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.VP.1.6. Explain why it is wrong to tease or bully others based on their body type or other personal characteristics. S1.1.VP.2.6. Explain the role of bystanders in escalating preventing or stopping bullying fighting and violence. S1.1.VP.3.6. Describe pro-social behaviors that help prevent violence. S1.1.VP.4.6. Explain how online bullying (cyberbullying) can be detrimental to one's health and the health of others. S1.1.VP.5.6. Describe how future goals could be affected by an act of violence.



Studen	Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Benchmark		Indicators	
S4.1.8.	Demonstrate the use of effective verbal	S4.1.VP.1.6. Demonstrate how to effectively ask for	
	and nonverbal communication skills to	assistance to prevent violence.	
	enhance health.	S4.6.VP.2.6. Demonstrate how to seek help for a	
S4.6.8.	Demonstrate how to effectively ask for	friend or family member who is showing signs of	
	assistance to improve personal health.	suicidal ideation.	
S4.7.8.	Demonstrate how to effectively	S4.6.VP.3.6. Demonstrate how to communicate to a	
	communicate empathy and support for	trusted adult if there is a perception that someone	
	others.	wants to engage in violence.	
		S4.7.VP.4.6. Demonstrate how to communicate	
		empathy and support for others to prevent	
		violence.	
Standard 5: Decision-Making Skills			
	ts will demonstrate the ability to use decision		
Benchm		Indicators	
S5.1.8.	Identify circumstances that help or	S5.1.VP.1.6. Identify circumstances that help or	
	hinder healthy decision making.	hinder making a decision to prevent or avoid	
S5.2.8.	Determine when situations require a	violence.	
	health-related decision.	S5.2.VP.2.6. Determine when potentially violent	
S5.3.8.	Distinguish when health-related decisions	situations require a decision.	
	should be made individually or with the	S5.3.VP.3.6. Distinguish when decisions about	
	help of others.	potentially violent situations should be made	
S5.4.8.	Explain how family, culture, media, peers,	individually or with others.	
	and personal beliefs affect a health-	S5.4.VP.4.6. Explain how family, culture, media,	
	related decision.	peers, and personal beliefs affect a decision that	
S5.5.8.	Distinguish between healthy and	could lead to violence.	
	unhealthy alternatives of a health-related	S5.5.VP.5.6. Distinguish between healthy and	
	decision.	unhealthy alternatives of a decision that could lead	
S5.6.8.	Predict the potential outcomes of healthy	to violence.	
	and unhealthy alternatives to a health-	S5.6.VP.6.6. Predict the potential outcomes of	
	related decision.	healthy and unhealthy alternatives to a decision	
S5.7.8.	Choose a healthy alternative when	that could lead to violence.	
	making a health-related decision.	S5.7.VP.7.6. Choose a healthy alternative when	
S5.8.8.	Analyze the effectiveness of a final	making a decision that could lead to violence.	
	outcome of a health-related decision.	S5.8.VP.8.6. Analyze the effectiveness of a final	
		outcome of a decision that could lead to violence.	



<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 6 (VP) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchma	ark	Indicators
S2.1.8.	Explain the influence of school rules and community laws on health practices and behaviors.	S2.1.VP.1.6. Explain the influence of school rules and community laws on violence prevention practices and behaviors.
S2.2.8.	Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	S2.2.VP.2.6. Explain how perceptions of norms influence healthy and unhealthy violence and violence prevention practices and behaviors.
S2.3.8.	Explain how social expectations influence healthy and unhealthy practices and behaviors.	S2.3.VP.3.6. Explain how social expectations influence healthy and unhealthy violence and violence prevention practices and behaviors.
S2.4.8.	Explain how personal values and beliefs influence personal health practices and behaviors.	S2.4.VP.4.6. Explain how personal values and beliefs influence personal violence prevention practices and behaviors.
S2.5.8.	Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	S2.5.VP.5.6. Describe how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol and other drug
S2.6.8.	Analyze how relevant influences of family and culture affect personal health practices and behaviors.	use influence violent behaviors). S2.6.VP.6.6. Analyze how relevant influences of family and culture affect personal violence practices
S2.7.8.	Analyze how relevant influences of school and community affect personal health practices and behaviors.	and behaviors. S2.7.VP.7.6. Analyze how relevant influences of school and community affect personal violence
S2.8.8.	Analyze how relevant influences of media and technology affect personal health practices and behaviors.	practices and behaviors. S2.8.VP.8.6. Analyze how relevant influences of media and technology affect personal violence
S2.9.8.	Analyze how relevant influences of peers affect personal health practices and behaviors.	practices and behaviors. S2.9.VP.9.6. Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.



Standa	rd 3: Accessing Resources		
Students will demonstrate the ability to access valid information, products, and services to enhance			
health.			
Benchm	ark	Indicators	
S3.1.8.	Analyze the validity and reliability of	S3.1.VP.1.6. Analyze the validity and reliability of	
	health information.	violence prevention information.	
S3.3.8.	Analyze the validity and reliability of	S3.3.VP.2.6. Analyze the validity and reliability of	
	health services.	violence prevention or intervention services.	
S3.4.8.	Describe situations that call for	S3.4.VP.3.6. Describe situations that call for	
	professional health services.	professional violence prevention or intervention	
S3.6.8.	Access valid and reliable health	services.	
	information from home, school or	S3.6.VP.4.6. Access valid and reliable violence	
	community.	prevention information from home, school or	
S3.8.8.	Locate valid and reliable health services.	community.	
		S3.8.VP.5.6. Locate valid and reliable violence	
		prevention or intervention services	
Standa	rd 6: Goal Setting Skills		
Student	ts will demonstrate the ability to use goal-se	etting skills to enhance health.	
Benchm	ark	Indicators	
S6.1.8.	Assess personal health practices.	S6.1.VP.1.6. Assess personal violent and non-violent	
S6.2.8.	Set a realistic personal health goal.	practices.	
S6.3.8.	Assess the barriers to achieving a	S6.2.VP.2.6. Set a realistic personal goal to prevent	
	personal health goal.	violence.	
\$6.4.8.	Apply strategies to overcome barriers to	S6.3.VP.3.6. Assess the barriers to achieving a	
	achieving a personal health goal.	personal goal to prevent violence.	
S6.5.8.	Use strategies and skills to achieve a	S6.4.VP.4.6. Apply strategies to overcome barriers to	
	personal health goal.	achieving a personal goal to prevent violence.	
		S6.5.VP.5.6. Use strategies and skills to achieve a	
		personal goal to prevent violence.	
	d 7: Practicing Healthy Behaviors		
		ealth-enhancing behaviors and avoid or reduce	
health			
Benchm		Indicators	
S7.1.8.	Explain the importance of being	S7.1.VP.1.6. Explain the importance of being	
	responsible for personal health	responsible for practicing violence prevention	
	behaviors.	behaviors.	
S7.2.8.	Analyze personal practices and behaviors	S7.2.VP.2.6. Analyze personal practices and	
	that reduce or prevent health risks.	behaviors that reduce or prevent violence.	
S7.3.8.	Demonstrate healthy practices and	S7.3.VP.3.6. Demonstrate violence prevention	
	behaviors to improve the health of	practices and behaviors to improve the health of	
	oneself and others.	oneself and others.	
S7.4.8.	Make a commitment to practice healthy	S7.4.VP.4.6. Make a commitment to practice	
	behaviors.	violence prevention behaviors.	



	Standard 8: Advocacy Skills		
	,	or personal, family, and community health.	
Benchm	ark	Indicators	
S8.1.8.	State a health-enhancing position,	S8.1.VP.1.6. State a health-enhancing position on a	
	supported with accurate information, to	violence prevention topic, supported with accurate	
	improve the health of others.	information, to improve the health of others.	
S8.2.8.	Persuade others to make positive health	S8.2.VP.2.6. Persuade others to prevent violence.	
	choices.	S8.3.VP.3.6. Collaborate with others to advocate for	
S8.3.8.	Collaborate with others to advocate for	individuals, families and schools to prevent violence.	
	healthy individuals, families and schools.	S8.4.VP.4.6. Demonstrate how to adapt violence	
S8.4.8.	Demonstrate how to adapt positive	prevention messages for different audiences.	
	health-related messages for different		
	audiences.		

Grade 7 (VP) - Essential

Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance

health.	health.		
Benchmark		Indicators	
S1.1.8.	Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	S1.1.VP.1.7. Describe strategies to avoid physical fighting and violence. S1.1.VP.2.7. Analyze how impulsive behaviors can lead to violence. S1.1.VP.3.7. Describe situations that could lead to physical fighting and violence. S1.1.VP.4.7. Describe how the presence of weapons increases the risk of serious violent injuries. S1.1.VP.5.7. Summarize how participation in gangs can lead to violence. S1.1.VP.6.7. Analyze how impulsive behaviors can lead to violence.	



Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on			
			health behaviors.
Benchm	ark	Indicators	
S2.1.8.	Explain the influence of school rules and	S2.1.VP.1.7. Explain the influence of school rules	
	community laws on health practices and	and community laws on violence prevention	
	behaviors.	practices and behaviors.	
S2.2.8.	Explain how perceptions of norms	S2.2.VP.2.7. Explain how social expectations	
	influence healthy and unhealthy practices	influence healthy and unhealthy violence and	
	and behaviors.	violence prevention practices and behaviors.	
S2.3.8.	Explain how social expectations influence	S2.3.VP.3.7. Explain how personal values and	
	healthy and unhealthy practices and	beliefs influence personal violence prevention	
	behaviors.	practices and behaviors.	
S2.4.8.	Explain how personal values and beliefs	S2.4.VP.4.7. Analyze how relevant influences of	
	influence personal health practices and	family and culture affect personal violence	
	behaviors.	practices and behaviors.	
S2.5.8.	Describe how some health risk behaviors	S2.5.VP.5.7. Analyze how relevant influences of	
	influence the likelihood of engaging in	school and community affect personal violence	
	other unhealthy behaviors.	practices and behaviors.	
S2.6.8.	Analyze how relevant influences of family	S2.6.VP.6.7. Analyze how relevant influences of	
	and culture affect personal health	media and technology affect personal violence	
	practices and behaviors.	practices and behaviors.	
S2.7.8.	Analyze how relevant influences of	S2.7.VP.7.7. Analyze how relevant influences of	
	school and community affect personal	peers affect personal violence prevention practices	
	health practices and behaviors.	and behaviors.	
	d 8: Advocacy Skills		
	s will demonstrate the ability to advocate f		
Benchm	ark	Indicators	
S8.1.8.	State a health-enhancing position,	S8.1.VP.1.7. State a health-enhancing position on a	
	supported with accurate information, to	violence prevention topic, supported with accurate	
	improve the health of others.	information, to improve the health of others.	
S8.2.8.	Persuade others to make positive health	S8.2.VP.2.7. Persuade others to prevent violence.	
	choices.	S8.3.VP.3.7. Collaborate with others to advocate	
S8.3.8.	Collaborate with others to advocate for	for individuals, families, and schools to prevent	
	healthy individuals, families and schools.	violence.	



SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 7 (VP) - Supportive

Standard 3: Accessing Resources

Students will demonstrate the ability to access valid information, products, and services to enhance

Benchmark		Indicators
S3.1.8.	Analyze the validity and reliability of	S3.1.VP.1.7. Analyze the validity and reliability of
	health information.	violence prevention information.
S3.2.8.	Analyze the validity and reliability of	S3.3.VP.2.7. Analyze the validity and reliability of
	health products.	violence prevention or intervention services.
S3.3.8.	Analyze the validity and reliability of	S3.4.VP.3.7. Describe situations that call for
	health services.	professional violence prevention or intervention
S3.4.8.	Describe situations that call for	services.
	professional health services.	S3.6.VP.4.7. Access valid and reliable violence
S3.5.8.	Determine the availability of valid and	prevention information from home, school or
	reliable health products.	community.
S3.6.8.	Access valid and reliable health	S3.8.VP.5.7. Locate valid and reliable violence
	information from home, school or	prevention or intervention services.
	community.	
S3.7.8.	Locate valid and reliable health products.	
S3.8.8.	Locate valid and reliable health services.	

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark		Indicators
S4.1.8.	Demonstrate the use of effective verbal	S4.1.VP.1.7. Demonstrate the use of effective verbal
	and nonverbal communication skills to	and nonverbal communication skills to prevent
	enhance health.	violence.
\$4.3.8.	Demonstrate effective peer resistance	S4.3.VP.2.7. Demonstrate effective peer resistance
	skills to avoid or reduce health risks.	skills to avoid or reduce violence.
S4.5.8.	Demonstrate healthy ways to manage or	Demonstrate effective negotiation skills to avoid or
	resolve conflict.	reduce violence.
S4.6.8.	Demonstrate how to effectively ask for	S4.5.VP.3.7. Demonstrate healthy ways to manage
	assistance to improve personal health.	or resolve conflict to prevent violence.
S4.7.8.	Demonstrate how to effectively	S4.6.VP.4.7. Demonstrate how to effectively ask for
	communicate empathy and support for	assistance to prevent violence.
	others.	S4.7.VP.5.7. Demonstrate how to communicate
		empathy and support for others to prevent violence.



Standard 5: Decision-Making Skills		
Students will demonstrate the ability to use decision-making skills to enhance health.		
Benchm	ark	Indicators
\$5.1.8.	Identify circumstances that help or hinder healthy decision making.	S5.1.VP.1.7. Identify circumstances that help or hinder making a decision to prevent violence.
S5.2.8.	Determine when situations require a health-related decision.	S5.2.VP.2.7. Determine when potentially violent situations require a decision.
\$5.3.8.	Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.VP.3.7. Distinguish when decisions about potentially violent situations should be made individually or with others.
S5.4.8.	Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.VP.4.7. Explain how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence.
S5.5.8.	Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.VP.5.7. Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence.
S5.6.8.	Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.VP.6.7. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence.
S5.7.8.	Choose a healthy alternative when making a health-related decision.	S5.7.VP.7.7. Choose a healthy alternative when making a decision that could lead to violence.
S5.8.8.	Analyze the effectiveness of a final outcome of a health-related decision.	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence.
Standar	Analyze the effectiveness of a final	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence.
Standar	Analyze the effectiveness of a final outcome of a health-related decision. rd 6: Goal Setting Skills ts will demonstrate the ability to use goal-sets.	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence.
Standar Student	Analyze the effectiveness of a final outcome of a health-related decision. rd 6: Goal Setting Skills ts will demonstrate the ability to use goal-sets.	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health.
Standar Student Benchm S6.1.8. S6.2.8.	Analyze the effectiveness of a final outcome of a health-related decision. rd 6: Goal Setting Skills ts will demonstrate the ability to use goal-seark Assess personal health practices. Set a realistic personal health goal.	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices.
Standar Student Benchm S6.1.8.	Analyze the effectiveness of a final outcome of a health-related decision. In decision and the second seco	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent
Standar Student Benchm S6.1.8. S6.2.8. S6.3.8.	Analyze the effectiveness of a final outcome of a health-related decision. rd 6: Goal Setting Skills ts will demonstrate the ability to use goal-seark Assess personal health practices. Set a realistic personal health goal. Assess the barriers to achieving a personal health goal.	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent violence.
Standar Student Benchm S6.1.8. S6.2.8.	Analyze the effectiveness of a final outcome of a health-related decision. rd 6: Goal Setting Skills ts will demonstrate the ability to use goal-seark Assess personal health practices. Set a realistic personal health goal. Assess the barriers to achieving a personal health goal. Apply strategies to overcome barriers to	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent violence. S6.3.VP.3.7. Assess the barriers to achieving a
Standar Student Benchm S6.1.8. S6.2.8. S6.3.8. S6.4.8.	Analyze the effectiveness of a final outcome of a health-related decision. In decision and the second seco	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent violence. S6.3.VP.3.7. Assess the barriers to achieving a personal goal to prevent violence.
Standar Student Benchm S6.1.8. S6.2.8. S6.3.8.	Analyze the effectiveness of a final outcome of a health-related decision. rd 6: Goal Setting Skills ts will demonstrate the ability to use goal-seark Assess personal health practices. Set a realistic personal health goal. Assess the barriers to achieving a personal health goal. Apply strategies to overcome barriers to achieving a personal health goal. Use strategies and skills to achieve a	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent violence. S6.3.VP.3.7. Assess the barriers to achieving a personal goal to prevent violence. S6.4.VP.4.7. Apply strategies to overcome barriers to
Standar Student Benchm S6.1.8. S6.2.8. S6.3.8. S6.4.8.	Analyze the effectiveness of a final outcome of a health-related decision. In decision and the second seco	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent violence. S6.3.VP.3.7. Assess the barriers to achieving a personal goal to prevent violence. S6.4.VP.4.7. Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
Standar Student Benchm S6.1.8. S6.2.8. S6.3.8. S6.4.8.	Analyze the effectiveness of a final outcome of a health-related decision. rd 6: Goal Setting Skills ts will demonstrate the ability to use goal-seark Assess personal health practices. Set a realistic personal health goal. Assess the barriers to achieving a personal health goal. Apply strategies to overcome barriers to achieving a personal health goal. Use strategies and skills to achieve a	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent violence. S6.3.VP.3.7. Assess the barriers to achieving a personal goal to prevent violence. S6.4.VP.4.7. Apply strategies to overcome barriers to achieving a personal goal to prevent violence. S6.5.VP.5.7. Use strategies and skills to achieve a
Standar Student Benchm S6.1.8. S6.2.8. S6.3.8. S6.4.8.	Analyze the effectiveness of a final outcome of a health-related decision. In decision and the second seco	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent violence. S6.3.VP.3.7. Assess the barriers to achieving a personal goal to prevent violence. S6.4.VP.4.7. Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
Standar Student Benchm S6.1.8. S6.2.8. S6.3.8. S6.4.8. S6.5.8.	Analyze the effectiveness of a final outcome of a health-related decision. In decision Skills to will demonstrate the ability to use goal-seark Assess personal health practices. Set a realistic personal health goal. Assess the barriers to achieving a personal health goal. Apply strategies to overcome barriers to achieving a personal health goal. Use strategies and skills to achieve a personal health goal.	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent violence. S6.3.VP.3.7. Assess the barriers to achieving a personal goal to prevent violence. S6.4.VP.4.7. Apply strategies to overcome barriers to achieving a personal goal to prevent violence. S6.5.VP.5.7. Use strategies and skills to achieve a
Standar Student Benchm S6.1.8. S6.2.8. S6.3.8. S6.4.8. S6.5.8.	Analyze the effectiveness of a final outcome of a health-related decision. In decision and the second seco	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent violence. S6.3.VP.3.7. Assess the barriers to achieving a personal goal to prevent violence. S6.4.VP.4.7. Apply strategies to overcome barriers to achieving a personal goal to prevent violence. S6.5.VP.5.7. Use strategies and skills to achieve a personal goal to prevent violence.
Standar Student Benchm S6.1.8. S6.2.8. S6.3.8. S6.4.8. S6.5.8.	Analyze the effectiveness of a final outcome of a health-related decision. rd 6: Goal Setting Skills ts will demonstrate the ability to use goal-seark Assess personal health practices. Set a realistic personal health goal. Assess the barriers to achieving a personal health goal. Apply strategies to overcome barriers to achieving a personal health goal. Use strategies and skills to achieve a personal health goal. ord 7: Practicing Healthy Behaviors ts will demonstrate the ability to practice herisks. ark	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. Etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent violence. S6.3.VP.3.7. Assess the barriers to achieving a personal goal to prevent violence. S6.4.VP.4.7. Apply strategies to overcome barriers to achieving a personal goal to prevent violence. S6.5.VP.5.7. Use strategies and skills to achieve a personal goal to prevent violence. Ealth-enhancing behaviors and avoid or reduce
Standar Student Benchm S6.1.8. S6.2.8. S6.3.8. S6.4.8. S6.5.8.	Analyze the effectiveness of a final outcome of a health-related decision. In decision and the second seco	S5.8.VP.8.7. Analyze the effectiveness of a final outcome of a decision that could lead to violence. etting skills to enhance health. Indicators S6.1.VP.1.7. Assess personal violent and non-violent practices. S6.2.VP.2.7. Set a realistic personal goal to prevent violence. S6.3.VP.3.7. Assess the barriers to achieving a personal goal to prevent violence. S6.4.VP.4.7. Apply strategies to overcome barriers to achieving a personal goal to prevent violence. S6.5.VP.5.7. Use strategies and skills to achieve a personal goal to prevent violence.



IC	ai Euucatioii, keciea	ition, and Dance		
	S7.2.8.	Analyze personal practices and behaviors	S7.2.VP.2.7. Analyze personal practices and	
		that reduce or prevent health risks.	behaviors that reduce or prevent violence.	
	S7.3.8.	Demonstrate healthy practices and	S7.3.VP.3.7. Demonstrate violence prevention	
		behaviors to improve the health of	practices and behaviors to improve the health of	
		oneself and others.	oneself and others.	
	S7.4.8.	Make a commitment to practice healthy	S7.4.VP.4.7. Make a commitment to practice	
		behaviors.	violence prevention behaviors.	

Grade 8 (VP) – Essential

	rd 1: Functional Knowledge ts will comprehend concepts related to hea	Ith promotion and disease prevention to enhance
health. Benchmark Indicators		
		Indicators
S1.1.8.	Students will comprehend	S1.1.VP.1.8. Describe how prejudice,
	developmentally appropriate, functional	discrimination, intolerance, and bias can lead to
	health information to help them adopt	violence.
	healthy behaviors in the following health	S1.1.VP.2.8. Explain how intolerance can affect
	content areas: Alcohol, Tobacco, and	others.
	other Drugs, Healthy Eating, Mental and	S1.1.VP.3.8. Explain the benefits of living in a
	Emotional Health, Personal Health and	diverse society.
	Wellness, Human Growth and	S1.1.VP.4.8. Describe ways to manage
	Development, Healthy Relationships,	interpersonal conflict nonviolently.
	Safety, Violence Prevention.	S1.1.VP.5.8. Determine the benefits of using non-
		violence to solve interpersonal conflict.
		S1.1.VP.6.8. Explain why it is important to
		understand the perspectives of other in resolving
		conflict situations nonviolently.
		S1.1.VP.7.8. Analyze the risks of using violence as
		an impulsive behavior or response to stress or
		conflict.
		S1.1.VP.8.8. Explain the importance of telling an
		adult if there are people who are in danger of
		hurting themselves or others.
		S1.1.VP.9.8. Describe the signs and symptoms of
		people who are in danger of hurting themselves or
		others.
Standar	rd 3: Accessing Resources	
Student	ts will demonstrate the ability to access vali	id information, products, and services to enhance
health.		
Benchm		Indicators
S3.1.8.	Analyze the validity and reliability of	S3.1.VP.1.8. Analyze the validity and reliability of
	health information.	violence prevention information.
S3.3.8.	Analyze the validity and reliability of	S3.3.VP.2.8. Analyze the validity and reliability of
	health services.	violence prevention or intervention services.
S3.4.8.	Describe situations that call for	
	professional health services.	



Grades 6-8: Learning Outcomes

S3.6.8.	Access valid and reliable health	S3.4.VP.3.8. Describe situations that call for
	information from home, school or	professional violence prevention or intervention
	community.	services.
S3.8.8.	Locate valid and reliable health services.	S3.6.VP.4.8. Access valid and reliable violence
		prevention information from home, school or
		community.
		S3.8.VP.5.8. Locate valid and reliable violence
		prevention or intervention services.

Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark		Indicators
S4.1.8.	Demonstrate the use of effective verbal	S4.1.VP.1.8. Demonstrate the use of effective
	and nonverbal communication skills to	verbal and nonverbal communication skills to
	enhance health.	prevent violence.
S4.4.2.	Demonstrate effective negotiation skills	S4.4.VP.2.8. Demonstrate effective negotiation
	to avoid or reduce health risks.	skills to avoid or reduce violence.
S4.5.8.	Demonstrate healthy ways to manage or	S4.5.VP.3.8. Demonstrate healthy ways to manage
	resolve conflict.	or resolve conflict to prevent violence.
S4.6.8.	Demonstrate how to effectively ask for	S4.6.VP.4.8. Demonstrate how to effectively ask for
	assistance to improve personal health.	assistance to prevent violence.

<u>SUPPORTIVE SKILLS</u> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

Grade 8 (VP) - Supportive

Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark		Indicators
S2.1.8.	Explain the influence of school rules and community laws on health practices and behaviors.	S2.1.VP.1.8. Explain the influence of school rules and community laws on violence prevention practices and behaviors.
S2.2.8.	Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	S2.2.VP.2.8. Explain how perceptions of norms influence healthy and unhealthy violence and violence prevention practices and behaviors.
S2.3.8.	Explain how social expectations influence healthy and unhealthy practices and behaviors.	S2.3.VP.3.8. Explain how social expectations influence healthy and unhealthy violence and violence prevention practices and behaviors.
S2.4.8.	Explain how personal values and beliefs influence personal health practices and behaviors.	S2.4.VP.4.8. Explain how personal values and beliefs influence personal violence prevention practices and behaviors.
S2.5.8.	Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	S2.5.VP.5.8. Describe how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol and other drug use influence violent behaviors).



The Ohio Association cal Education, Recre		
S2.6.8.	Analyze how relevant influences of family	S2.6.VP.6.8. Analyze how relevant influences of
	and culture affect personal health	family and culture affect personal violence practices
	practices and behaviors.	and behaviors.
S2.7.8.	Analyze how relevant influences of	S2.7.VP.7.8. Analyze how relevant influences of
	school and community affect personal	school and community affect personal violence
	health practices and behaviors.	practices and behaviors.
S2.8.8.	Analyze how relevant influences of media	S2.8.VP.8.8. Analyze how relevant influences of
	and technology affect personal health	media and technology affect personal violence
	practices and behaviors.	practices and behaviors.
S2.9.8.	Analyze how relevant influences of peers	S2.9.VP.9.8. Analyze how relevant influences of
	affect personal health practices and	peers affect personal violence prevention practices
	behaviors.	and behaviors.
	d 5: Decision-Making Skills	
	ts will demonstrate the ability to use decision	
Benchm	-	Indicators
S5.1.8.	Identify circumstances that help or	S5.1.VP.1.8. Identify circumstances that help or
	hinder healthy decision making.	hinder making a decision to prevent violence.
S5.2.8.	Determine when situations require a	S5.2.VP.2.8. Determine when potentially violent
	health-related decision.	situations require a decision.
S5.3.8.	Distinguish when health-related decisions	S5.3.VP.3.8. Distinguish when decisions about
	should be made individually or with the	potentially violent situations should be made
	help of others.	individually or with others.
S5.4.8.	Explain how family, culture, media, peers,	S5.4.VP.4.8. Explain how family, culture, media,
	and personal beliefs affect a health-	peers, and personal beliefs affect a decision that
	related decision.	could lead to violence.
S5.5.8.	Distinguish between healthy and	S5.5.VP.5.8. Distinguish between healthy and
	unhealthy alternatives of a health-related	unhealthy alternatives of a decision that could lead
	decision.	to violence.
S5.6.8.	Predict the potential outcomes of healthy	S5.6.VP.6.8. Predict the potential outcomes of
	and unhealthy alternatives to a health-	healthy and unhealthy alternatives to a decision that
	related decision.	could lead to violence.
S5.7.8.	Choose a healthy alternative when	S5.7.VP.7.8. Choose a healthy alternative when
	making a health-related decision.	making a decision that could lead to violence.
S5.8.8.	Analyze the effectiveness of a final	S5.8.VP.8.8. Analyze the effectiveness of a final
	outcome of a health-related decision.	outcome of a decision that could lead to violence.
Standar	rd 6: Goal Setting Skills	
	ts will demonstrate the ability to use goal-se	etting skills to enhance health.
Benchm	, ,	Indicators
\$6.1.8.	Assess personal health practices.	S6.1.VP.1.8. Assess personal violent and non-violent
\$6.2.8.	Set a realistic personal health goal.	practices.
\$6.3.8.	Assess the barriers to achieving a	S6.2.VP.2.8. Set a realistic personal goal to prevent
00.0.0.	personal health goal.	violence.
S6.4.8.	Apply strategies to overcome barriers to	S6.3.VP.3.8. Assess the barriers to achieving a
55.4.6.	achieving a personal health goal.	personal goal to prevent violence.
	acmeving a personal nearth goal.	personal goal to prevent violence.



S6.5.8.	Use strategies and skills to achieve a personal health goal.	S6.4.VP.4.8. Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
		S6.5.VP.5.8. Use strategies and skills to achieve a personal goal to prevent violence.
	d 7: Practicing Healthy Behaviors	
Student health r		ealth-enhancing behaviors and avoid or reduce
Benchma	ark	Indicators
S7.1.8.	Explain the importance of being responsible for personal health behaviors.	S7.1.VP.1.8. Explain the importance of being responsible for practicing violence prevention behaviors.
S7.2.8.	Analyze personal practices and behaviors that reduce or prevent health risks.	S7.2.VP.2.8. Analyze personal practices and behaviors that reduce or prevent violence.
S7.3.8.	Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.3.VP.3.8. Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
S7.4.8.	Make a commitment to practice healthy behaviors.	S7.4.VP.4.8. Make a commitment to practice violence prevention behaviors.
	d 8: Advocacy Skills s will demonstrate the ability to advocate f	or personal, family, and community health.
Benchma	ark	Indicators
S8.1.8.	State a health-enhancing position, supported with accurate information, to improve the health of others.	S8.1.VP.1.8. State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.
S8.2.8.	Persuade others to make positive health choices.	S8.2.VP.2.8. Persuade others to prevent violence. S8.3.VP.3.8. Collaborate with others to advocate for
S8.3.8.	Collaborate with others to advocate for healthy individuals, families and schools.	individuals, families and schools to prevent violence. S8.4.VP.4.8. Demonstrate how to adapt violence
\$8.4.8.	Demonstrate how to adapt positive health-related messages for different audiences.	prevention messages for different audiences.