

Alcohol, Tobacco, And Other Drug Prevention (ATOD)

Grade 6 (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.	<p>S1.1.ATOD.1.6. Explain the addictive nature of substances.</p> <p>S1.1.ATOD.2.6. Describe the dangers of experimentation with tobacco.</p> <p>S1.1.ATOD.3.6. Distinguish between proper use and abuse of over-the-counter and prescription medicines.</p> <p>S1.1.ATOD.4.6. Describe situations that could lead to the use of tobacco, vaping, or e-cigarettes.</p> <p>S1.1.ATOD.5.6. Describe how vaping/e-cigs are not a safe alternative to tobacco use.</p> <p>S1.1.ATOD.6.6. Describe how experimenting with tobacco, vaping, or e-cigarettes can lead to continued or other drug use.</p> <p>S1.1.ATOD.7.6. Summarize the benefits of being tobacco-free.</p> <p>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.</p>
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.ATOD.1.6. Explain the influence of school rules and community laws on tobacco, vaping, or e-cigarettes use.
S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	S2.2.ATOD.2.6. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use.
S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.	S2.3.ATOD.3.6. Explain how social expectations can influence tobacco, vaping, or e-cigarettes use.
S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.	S2.4.ATOD.4.6. Explain how personal values and beliefs can influence tobacco, vaping, or e-cigarettes use.
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.ATOD.5.6. Analyze how relevant influences of family and culture can affect tobacco, vaping, or e-cigarettes use.
	S2.9.ATOD.6.6. Analyze how relevant influences of peers can affect tobacco, vaping, or e-cigarettes use.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

<p>S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.</p>	
<p>Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	
Benchmark	Indicators
<p>S4.1.2. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p>S4.3.2. Demonstrate effective peer resistance skills to avoid or reduce health risks</p>	<p>S4.1.ATOD.1.6. Demonstrate the use of effective verbal and nonverbal communication to avoid misusing prescription medication.</p> <p>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.</p> <p>S4.1.ATOD.3.6. Demonstrate the use of effective verbal and nonverbal communication skills to avoid exposure to secondhand smoke.</p> <p>S4.3.ATOD.4.6. Demonstrate effective peer resistance skills to avoid experimenting with or using tobacco, vaping, or e-cigarettes.</p>
<p>Standard 5: Decision-Making Skills: Students will demonstrate the ability to use decision-making skills to enhance health.</p>	
Benchmark	Indicators
<p>S5.1.8. Identify circumstances that help or hinder healthy decision making.</p> <p>S5.2.8. Determine when situations require a health-related decision.</p> <p>S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.</p> <p>S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.</p> <p>S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.</p> <p>S5.7.8. Choose a healthy alternative when making a health-related decision.</p> <p>S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.</p>	<p>S5.1.ATOD.1.6. Identify circumstances that help or hinder making a decision to avoid using tobacco, vaping, or e-cigarettes.</p> <p>S5.2.ATOD.2.6. Determine when situations require a decision related to tobacco, vaping, or e-cigarette use (e.g., when offered a cigarette by a peer).</p> <p>S5.3.ATOD.3.6. Distinguish when decisions related to tobacco, vaping, or e-cigarette use should be made individually or with help of others.</p> <p>S5.4.ATOD.4.6. Explain how family, culture, media, peers, and personal beliefs affect a decision related to tobacco, vaping, or e-cigarette use.</p> <p>S5.5.ATOD.5.6. Distinguish between healthy and unhealthy alternatives of a decision related to tobacco, vaping, or e-cigarette use.</p> <p>S5.6.ATOD.6.6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco, vaping, or e-cigarette use.</p> <p>S5.7.ATOD.7.6. Choose a healthy alternative when making a decision related to tobacco, vaping, or e-cigarette use.</p> <p>S5.8.ATOD.8.6. Analyze the effectiveness of a final outcome of a decision related to tobacco, vaping, or e-cigarette use.</p>

OAHPERD Health Education Model Curriculum *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 (ATOD) - Supportive

Standard 3: Accessing Resources

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.ATOD.1.6. Analyze the validity and reliability of information about over-the-counter and prescription medicines. S3.1.ATOD.2.6. Analyze the validity and reliability of information about tobacco, vaping, or e-cigarette 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.
S3.4.8. Describe situations that call for professional health services.	
S3.6.8. Access valid and reliable health information from home, school or community.	
S3.7.8. Locate valid and reliable health products.	

Standard 8: Advocacy Skills

Students 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.ATOD.2.6. Persuade others to be tobacco-free. S8.4.ATOD.3.6. Develop a plan of action to encourage peers to be tobacco-free.
S8.2.8. Persuade others to make positive health choices.	
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	

Grade 7 (ATOD) - Essential

Standard 1: Functional Knowledge

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

Benchmark	Indicators
<p>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.</p>	<p>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 multiple substances simultaneously.</p>

Standard 2: Analyzing Influences

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

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



The Ohio Association for Health,
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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 nonverbal communication skills to enhance health. S4.3.2. Demonstrate effective peer resistance skills to avoid or reduce health risks.	S4.1.ATOD.1.7. Demonstrate the use of effective verbal and nonverbal communication to avoid experimenting with or using alcohol or other drug use (including medications not prescribed for them). S4.1.ATOD.2.7. Demonstrate the use of effective verbal 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 use (including medications not prescribed for them).
Standard 8: Advocacy Skills Students 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. S8.2.8. Persuade others to make positive health choices. S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.	S8.1.ATOD.1.7. State a health-enhancing position about being tobacco, alcohol- and other drug-free, supported with accurate information, to improve the health of others. S8.2.ATOD.2.7. Persuade others to be tobacco (vaping/e-cig), alcohol, or drug-free. S8.2.ATOD.3.7. Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. S8.3.ATOD.4.7. Develop a plan of action to encourage peers to be ATOD free.
<p><i>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.</i></p>	
<h2 style="text-align: center;">Grade 7 (ATOD) - Supportive</h2>	
Standard 3: Accessing Resources 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. S3.6.8. Access valid and reliable health information from home, school or community. S3.8.8. Locate valid and reliable health services.	S3.1.ATOD.1.7. Analyze the validity and reliability of information about alcohol and other drugs. S3.3.ATOD.2.7. Describe situations that call for professional alcohol or other drug use treatment services. S3.6.ATOD.3.7. Access valid and reliable alcohol or other drug use prevention information. S3.8.ATOD.4.7. Locate valid and reliable alcohol or drug use treatment programs.

OAHPERD Health Education Model Curriculum

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. Identify circumstances that help or hinder healthy decision making.	S5.1.ATOD.1.7. Identify circumstances that help or hinder making a decision to be alcohol- and other drug-free.
S5.2.8. Determine when situations require a health-related decision.	S5.2.ATOD.2.7. Determine when situations related to alcohol and other drug use require a decision.
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.ATOD.3.7. Distinguish when decisions related to alcohol and other drug use should be made individually or with the help of others.
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.ATOD.4.7. Explain how family, culture, media, peers, and personal beliefs affect a decision related to alcohol and other drug use.
S5.5.8. Distinguish between healthy and unhealthy alternatives of 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.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.ATOD.6.7. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to alcohol and other drug use.
S5.7.8. Choose a healthy alternative when making a health-related decision.	S5.7.ATOD.7.7. Choose a healthy alternative when making a decision related to alcohol and other drug use.
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	S5.8.ATOD.8.7. Analyze the effectiveness of a final outcome of a decision related to alcohol and other drug use.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Grade 8 (ATOD) - Essential	
Standard 1: Functional Knowledge	
Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
<p>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.</p>	<p>S1.1.ATOD.1.8. Summarize the dangers of experimenting with marijuana.</p> <p>S1.1.ATOD.2.8. Summarize the negative short and long-term physical, mental, social, legal, and economic consequences of using of marijuana.</p> <p>S1.1.ATOD.3.8. Determine reasons why people choose to use or not to use marijuana.</p> <p>S1.1.ATOD.4.8. Describe situations that could lead to the use marijuana.</p> <p>S1.1.ATOD.5.8. Explain why using marijuana is an unhealthy way to manage stress.</p> <p>S1.1.ATOD.6.8. Explain school policies and community laws about marijuana.</p> <p>S1.1.ATOD.7.8. Determine the benefits of being marijuana free.</p> <p>S1.1.ATOD.8.8. Describe positive alternatives to using marijuana.</p>
Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark	Indicators
<p>S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.</p> <p>S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.</p> <p>S2.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p>	<p>S2.1.ATOD.1.8. Explain the influence of school rules and community laws on marijuana use.</p> <p>S2.2.ATOD.2.8. Explain how perceptions of norms can influence marijuana use.</p> <p>S2.3.ATOD.3.8. Explain how social expectations can influence marijuana use.</p> <p>S2.4.ATOD.4.8. Explain how personal values and beliefs can influence marijuana use.</p> <p>S2.5.ATOD.5.8. Describe how marijuana use can influence the likelihood of engaging in other unhealthy behaviors.</p>

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
S4.1.8. 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.
S4.3.8. 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 with a driver who is under the influence of marijuana.
S4.7.8. Demonstrate how to effectively communicate empathy and support for others.	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 or family member to help them quit using ATOD.
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 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 an unknown pill by a peer).
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.ATOD.3.8. Distinguish when decisions related to marijuana use should be made individually or with help of others.
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.ATOD.4.8. Explain how family, culture, media, peers, and personal beliefs affect a decision related to marijuana use.
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.ATOD.5.8. Distinguish between healthy and unhealthy alternatives of a decision related to marijuana use.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.ATOD.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to marijuana use.
S5.7.8. Choose a healthy alternative when making a health-related decision.	S5.7.ATOD.7.8. Choose a healthy alternative when making a decision related to marijuana use.
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	S5.8.ATOD.8.8. Analyze the effectiveness of a related to marijuana final outcome of a decision use.

OAHPERD Health Education Model Curriculum

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 8 (ATOD) - Supportive

Standard 3: Accessing Resources

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.ATOD.1.8. Analyze the validity and reliability of information about marijuana.
S3.4.8. Describe situations that call for professional health services.	S3.4.ATOD.2.8. Describe situations that call for professional treatment services for marijuana use.
S3.6.8. Access valid and reliable health information from home, school or community.	S3.6.ATOD.3.8. Access valid and reliable marijuana 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

Students 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.1.8. State a health-enhancing position about being tobacco, alcohol, marijuana, and other drug-free, supported with accurate information, to improve the health of others.
S8.2.8. Persuade others to make positive health choices.	S8.2.ATOD.2.8. Persuade others to be tobacco, alcohol, marijuana, and other drug-free.
S8.3.8. Collaborate with others to advocate for 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	
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.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.
Standard 3: Accessing Resources	
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.1.6. Analyze the validity and reliability of nutrition information, products, and services. S3.6.HE.2.6. Access valid and reliable nutrition information from home, school, or community. S3.7,8.HE.3.6. Locate valid and reliable nutrition products and services.
S3.2.8. Analyze the validity and reliability of health products.	
S3.3.8. Analyze the validity and reliability of health services.	
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.	

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

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
S4.1.8. 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 behaviors, and weight management.
S4.7.8. Demonstrate how to effectively communicate empathy and support for others.	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.
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 healthy decision making.	S5.1.HE.1.6. Identify circumstances that help or hinder healthy decision making related to food and behavior choices.
S5.2.8. Determine when situations require a health-related decision.	S5.2.HE.2.6. Determine when situations require a decision related to a healthy eating behavior.
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.HE.3.6. Distinguish when a decision related to food and beverage choices should be made individually or with the help of others.
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.HE.4.6. Explain how family, culture, media, peers and personal beliefs affect a decision related to healthy eating behaviors.
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.HE.5.6. Distinguish between healthy and unhealthy alternatives of a decision related to eating behaviors.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.HE.6.6. Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to healthy eating behaviors.
S5.7.8. Choose a healthy alternative when making a health-related decision.	S5.7.HE.7.6. Choose a healthy food or beverage alternative when making a decision related to healthy eating behaviors.
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	S5.8.HE.8.6. Analyze the effectiveness of a final outcome of a decision related to healthy eating behaviors.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

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

OAHPERD Health Education Model Curriculum *Grades 6-8: Learning Outcomes*

Grade 7 (HE) - Essential	
Standard 1: Functional Knowledge	
Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
<p>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.</p>	<p>S1.1.HE.1.7. Describe the source and function of the six essential nutrients.</p> <p>S1.1.HE.2.7. Explain the similarities and differences among protein fats and carbohydrates regarding nutritional value and food sources.</p> <p>S1.1.HE.3.7. Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium.</p> <p>S1.1.HE.4.7. Identify foods that are high in fiber.</p> <p>S1.1.HE.5.7. Summarize the benefits of drinking plenty of water.</p> <p>S1.1.HE.6.7. Differentiate between nutritious and non-nutritious beverages.</p> <p>S1.1.HE.7.7. Summarize the benefits of limiting the consumption of solid fat added sugar and sodium.</p> <p>S1.1.HE.8.7. Describe the importance of eating breakfast every day.</p> <p>S1.1.HE.9.7. Explain how to select healthy foods when dining out.</p> <p>S1.1.HE.10.7. Analyze the benefits of healthy eating.</p> <p>S1.1.HE.11.7. Describe the benefits of eating in moderation.</p>
Standard 2: Analyzing Influences	
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	
Benchmark	Indicators
<p>S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.</p> <p>S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.</p>	<p>S2.2.HE.1.7. Explain the influence of family on food choices.</p> <p>S2.2.HE.2.7. Explain how perceptions of norms can influence food choices.</p> <p>S2.2.HE.3.7. Explain the techniques that fad diets use to try to influence food choices.</p> <p>S2.3.HE.4.7. Explain how social expectations can influence food choices.</p> <p>S2.4.HE.5.7. Explain the influence of personal values on food choices.</p>

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Standard 3: Accessing Resources	
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. S3.6.HE.2.7. Access valid and reliable nutrition information from home, school, or community. S3.7,8.HE.3.7. Locate valid and reliable nutrition products and services.
S3.2.8. Analyze the validity and reliability of health products.	
S3.3.8. Analyze the validity and reliability of health 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.	
<i>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.</i>	
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.	
Benchmark	Indicators
S4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	S4.1.HE.1.7. Demonstrate the use of effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy food choices. S4.3.HE.2.7. Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices. S4.4.HE.3.7. Demonstrate effective negotiation skills to avoid or reduce unhealthy eating. S4.6.HE.4.7. Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management. S4.7.HE.5.7. Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices and healthy eating.
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.	
S4.3.8. Demonstrate effective peer resistance skills to avoid or reduce health risks.	
S4.4.2. Demonstrate effective negotiation skills to avoid or reduce health risks.	
S4.5.8. Demonstrate healthy ways to manage or resolve conflict.	
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.	

OAHPERD Health Education Model Curriculum

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. Identify circumstances that help or hinder healthy decision making.	S5.1.HE.1.7. Identify circumstances that help or hinder healthy decision making related to food and behavior choices.
S5.2.8. Determine when situations require a health-related decision.	S5.2.HE.2.7. Determine when situations require a decision related to a healthy eating behavior.
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	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.
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.HE.4.7. Explain how family, culture, media, peers and personal beliefs affect a decision related to healthy eating behaviors.
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.HE.5.7. Distinguish between healthy and unhealthy alternatives of a decision related to eating behaviors.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.HE.6.7. Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to healthy eating behaviors.
S5.7.8. Choose a healthy alternative when making a health-related decision.	S5.7.HE.7.7. Choose a healthy food or beverage alternative when making a decision related to healthy eating behaviors.
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	S5.8.HE.8.7. 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.	
Benchmark	Indicators
S6.1.8. Assess personal health practices.	S6.1.HE.1.7. Assess personal eating practices.
S6.2.8. Set a realistic personal health goal.	S6.2.HE.2.7. Set a realistic personal goal to improve healthy eating behaviors.
S6.3.8. Assess the 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.
S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.	S6.4.HE.4.7. Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.
S6.5.8. Use strategies and skills to achieve a personal health goal.	S6.5.HE.5.7. Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

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 responsible for personal health behaviors.	S7.1.HE.1.7. Explain the importance of being responsible for personal healthy eating behaviors.
S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.	S7.2.HE.2.7. Analyze personal eating practices and behaviors that reduce or prevent health risks.
S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.3.HE.3.7. Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.
S7.4.8. Make a commitment to practice healthy behaviors.	S7.4.HE.4.7. Make a commitment to practice healthy eating behaviors.
Standard 8: Advocacy Skills	
Students 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.HE.1.7. State a healthy eating position, supported with accurate information, to improve the health of others.
S8.2.8. Persuade others to make positive health choices.	S8.2.HE.2.7. Persuade and support others to make positive food and beverage choices.
S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.	S8.3.HE.3.7. Collaborate with others to advocate for healthy eating at home, in school, or in the community.
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	S8.4.HE.4.7. Demonstrate how to adapt healthy eating messages for different audiences.
Grade 8 (HE) – 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.HE.1.8. Examine how nutritional choices can contribute to health problems including energy and performance levels S1.1.HE.2.8. Examine the relationship between calorie intake and level of activity to body weight and maintaining a healthy body weight. S1.1.HE.3.8. Describe the role of exercise and proper nutrition play in prevention of disease and proper growth through adolescence. S1.1.HE.4.8. Identify healthy and risky approaches to weight management.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	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 healthy eating behaviors.
S6.3.8. Assess the barriers to achieving a personal health goal.	S6.3.HE.3.8. Assess the barriers to achieving a personal goal to improve healthy eating behaviors.
S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.	S6.4.HE.4.8. Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.
S6.5.8. Use strategies and skills to achieve a personal health goal.	S6.5.HE.5.8. Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.
<i>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.</i>	
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 community laws on health practices and behaviors.	S2.1.HE1.8. Explain the influence of school rules and community laws on food choices.
S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	S2.2.HE.2.8. Explain how perceptions of norms influence food choices.
S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.	S2.3.HE.3.8. Explain how social expectations influence food choices.
S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.	S2.4.HE.4.8. Explain how personal values and beliefs influence food choices.
S2.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	S2.6.HE.5.8. Analyze how relevant influences of family and culture affect food choices.
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.7.HE.6.8. Analyze how relevant influences of school and community affect personal food choices.
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	S2.8.HE.7.8. Analyze how relevant influences of media and technology affect personal food choices.
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	S2.9.HE.8.8. Analyze how relevant influences of peers affect personal food choices.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.

Standard 3: Accessing Resources

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.HE.1.8. Analyze the validity and reliability of nutrition information.
S3.2.8. Analyze the validity and reliability of health products.	S3.2.HE.2.8. Analyze the validity and reliability of nutrition products.
S3.3.8. Analyze the validity and reliability of health services.	S3.3.HE.3.8. Analyze the validity and reliability of nutrition services.
S3.4.8. Describe situations that call for professional health services.	S3.4.HE.4.8. Describe situations that call for professional nutrition services.
S3.5.8. Determine the availability of valid and reliable health products.	S3.5.HE.5.8. Determine the availability of valid and reliable nutrition products.
S3.6.8. Access valid and reliable health information from home, school or community.	S3.6.HE.6.8. Access valid and reliable nutrition information from home, school, or community.
S3.7.8. Locate valid and reliable health products.	S3.7.HE.7.8. Locate valid and reliable nutrition products.
S3.8.8. Locate valid and reliable health services.	S3.8.HE.8.8. Locate valid and reliable nutrition 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 and nonverbal communication skills to enhance health.	S4.1.HE.1.8. Demonstrate the use of effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy food choices.
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.HE.2.8. Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.
S4.3.8. Demonstrate effective peer resistance skills to avoid or reduce health risks.	S4.4.HE.3.8. Demonstrate effective negotiation skills to avoid or reduce unhealthy eating.
S4.4.2. Demonstrate effective negotiation skills to avoid or reduce health risks.	S4.6.HE.4.8. Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.
S4.5.8. Demonstrate healthy ways to manage or resolve conflict.	S4.7.HE.5.8. Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices and healthy 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.	

OAHPERD Health Education Model Curriculum

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. Identify circumstances that help or hinder healthy decision making.	S5.1.HE.1.8. Identify circumstances that help or hinder healthy decision making related to food and behavior choices.
S5.2.8. Determine when situations require a health-related decision.	S5.2.HE.2.8. Determine when situations require a decision related to a healthy eating behavior.
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.HE.3.8. Distinguish when a decision related to food and beverage choices should be made individually or with the help of others.
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.HE.4.8. Explain how family, culture, media, peers and personal beliefs affect a decision related to healthy eating behaviors.
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.HE.5.8. Distinguish between healthy and unhealthy alternatives of a decision related to eating behaviors.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.HE.6.8. Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to healthy eating behaviors.
S5.7.8. Choose a healthy alternative when making a health-related decision.	S5.7.HE.7.8. Choose a healthy food or beverage alternative when making a decision related to healthy eating behaviors.
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	S5.8.HE.8.8. Analyze the effectiveness of a final outcome of a decision related to healthy eating behaviors.
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 responsible for personal health behaviors.	S7.1.HE.1.8. Explain the importance of being responsible for personal healthy eating behaviors.
S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.	S7.2.HE.2.8. Analyze personal eating practices and behaviors that reduce or prevent health risks.
S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.3.HE.3.8. Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.
S7.4.8. Make a commitment to practice healthy behaviors.	S7.4.HE.4.8. Make a commitment to practice healthy eating behaviors.

OAHPERD Health Education Model Curriculum *Grades 6-8: Learning Outcomes*

Standard 8: Advocacy Skills	
Students 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.HE.1.8. State a healthy eating position, supported with accurate information, to improve the health of 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.
S8.3.8. 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.
S8.4.8. 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	
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.	<p>S1.1.HR.1.6. Describe characteristics of healthy relationships.</p> <p>S1.1.HR.2.6. Explain the qualities of a healthy dating relationship.</p> <p>S1.1.HR.3.6. Differentiate healthy and unhealthy relationships.</p> <p>S1.1.HR.4.6. Describe healthy ways to express affection, love, and friendship.</p> <p>S1.1.HR.5.6. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>S1.1.HR.6.6. Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.</p> <p>S1.1.HR.7.6. Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).</p> <p>S1.1.HR.8.6. Determine the benefits of being sexually abstinent.</p>

OAHPERD Health Education Model Curriculum

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 as sexual orientation, gender expression, or gender Identity) are different from one's own.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

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 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 affect relationships. S2.6.HR.3.6. Analyze how relevant influences of family and culture affect relationships. 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 affect relationships.
S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.	
S2.6.8. Analyze how relevant influences of family and culture 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.	
Standard 3: Accessing Resources 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.HR.1.6. Analyze the validity and reliability of information, products, and services pertaining to healthy relationships. S3.4.HR.2.6. Describe situations that call for professional services pertaining to healthy relationships. S3.6.HR.3.6. Access valid and information from home, school or community pertaining to healthy relationships. S3.7,8.HR.4.6. Locate valid and reliable products and services pertaining to healthy relationships.
S3.2.8. Analyze the validity and reliability of health products.	
S3.3.8. Analyze the validity and reliability of health services.	
S3.4.8. Describe situations that call for professional health services.	
S3.6.8. Access valid and reliable health information from home, school or community.	
S3.7.8. Locate valid and reliable health products.	
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.HR.1.6. Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships. S4.4.HR.2.6. Demonstrate effective negotiation skills to promote healthy relationships. S4.6.HR.3.6. Demonstrate how to effectively ask for assistance to improve and/or maintain healthy relationships.
S4.4.2. Demonstrate effective negotiation skills to avoid or reduce health risks.	
S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.	

OAHPERD Health Education Model Curriculum

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. Identify circumstances that help or hinder healthy decision making.	S5.1.HR.1.6. Identify circumstances that help or hinder making a decision related to a potentially risky situation in a relationship.
S5.2.8. Determine when situations require a health-related decision.	S5.2.HR.2.6. Determine when potentially risky relationship-related situations require a decision.
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.HR.3.6. Distinguish when decisions about potentially risky relationship-related 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.HR.4.6. Explain how family, culture, media, peers, and personal beliefs affect a relationship-related decision.
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.HR.5.6. Distinguish between healthy and unhealthy alternatives of a relationship-related decision.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.HR.6.6. Predict the potential outcomes of healthy and unhealthy alternatives to a relationship-related decision.
S5.7.8. Choose a healthy alternative when making a health-related decision.	S5.7.HR.7.6. Choose a healthy alternative when making a relationship-related decision.
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	S5.8.HR.8.6. Analyze the effectiveness of a relationship-related decision.
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 responsible for personal health behaviors.	S7.1.HR.1.6. Explain the importance of being responsible for practicing sexual abstinence.
S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.	S7.2.HR.2.6. Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.
S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.3.HR.3.6. Demonstrate practices and behaviors to improve the sexual health of oneself and others.
S7.4.8. Make a commitment to practice healthy behaviors.	S7.4.HR.4.6. Make a commitment to practice healthy sexual behaviors.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Standard 8: Advocacy Skills Students 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.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 characteristics or aspects of their sexuality.
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	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

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.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.

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
S4.1.8. 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.
<i>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.</i>	
<h2 style="text-align: center;">Grade 7 (HR) - Supportive</h2>	
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 healthy and unhealthy practices and behaviors.	S2.3.HR.1.7. Explain how social expectations influence healthy and unhealthy relationships.
S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.	S2.4.HR.2.7. Explain how personal values and beliefs affect relationships.
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.HR.3.7. Analyze how relevant influences of family and culture affect relationships.
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	S2.8.HR.4.7. Analyze how relevant influences of media and technology affect relationships.
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	S2.9.HR.5.7. Analyze how relevant influences of peers affect relationships.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

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

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

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 responsible for personal health behaviors.	S7.1.HR.1.7. Explain the importance of being responsible for practicing sexual abstinence.
S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.	S7.2.HR.2.7. Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.
S7.3.8. 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.
S7.4.8. Make a commitment to practice healthy behaviors.	S7.4.HR.4.7. Make a commitment to practice healthy sexual behaviors.
Standard 8: Advocacy Skills	
Students 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.HR.1.7. 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.2.7. 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.3.7. Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics or aspects of their sexuality.
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	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 audiences.

OAHPERD Health Education Model Curriculum *Grades 6-8: Learning Outcomes*

Grade 8 (HR) - 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.	<p>S1.1.HR.1.8. Explain the negative characteristics of power and control in a relationship</p> <p>S1.1.HR.2.8. Describe how power differences and controlling behaviors can contribute to unhealthy relationships (e.g., aggression and violence)</p> <p>S1.1.HR.3.8. Define affirmative consent.</p> <p>S1.1.HR.4.8. Explain why it is an individual's responsibility to make sure that any sexual contact is consensual.</p> <p>S1.1.HR.5.8. Explain why individuals have the right to refuse sexual contact.</p> <p>S1.1.HR.6.8. Determine the benefits of being sexually abstinent.</p> <p>S1.1.HR.7.8. Describe why sexual abstinence is the safest and most effective risk avoidance method of protection from HIV other STIs and pregnancy.</p>

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.HR.1.8. Explain how social expectations influence healthy and unhealthy relationships.
S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.	S2.3.HR.2.8. Explain how personal values and beliefs affect relationships.
S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.	S2.4.HR.3.8. 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.	S2.6.HR.4.8. Analyze how relevant influences of media and technology affect relationships.
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	S2.9.HR.5.8. Analyze how relevant influences of peers affect relationships.

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
S4.1.8. 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.
<i>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.</i>	
Grade 8 (HR) - Supportive	
Standard 3: Accessing Resources	
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.HR.1.8. Analyze the validity and reliability of information, products, and services pertaining to healthy sexual relationships.
S3.2.8. Analyze the validity and reliability of health products.	S3.4.HR.2.8. Describe situations that call for professional services pertaining to healthy sexual relationships.
S3.3.8. Analyze the validity and reliability of health services.	S3.6.HR.3.8. Access valid and information from home, school or community pertaining to healthy sexual relationships.
S3.4.8. Describe situations that call for professional health services.	S3.7,8.HR.4.8. Locate valid and reliable products and services pertaining to healthy sexual relationships.
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.	

OAHPERD Health Education Model Curriculum

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. Identify circumstances that help or hinder healthy decision making.	S5.1.HR.1.8. Identify circumstances that help or hinder making a decision related to a potentially risky sexual situation.
S5.2.8. Determine when situations require a health-related decision.	S5.2.HR.2.8. Determine when potentially risky sexual health-related situations require a decision.
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.HR.3.8. Distinguish when decisions about potentially risky sexual health-related 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.HR.4.8. Explain how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.HR.5.8. Distinguish between healthy and unhealthy alternatives of a sexual health-related decision.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.HR.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a sexual health-related decision.
S5.7.8. Choose a healthy alternative when making a health-related decision.	S5.7.HR.7.8. Choose a healthy alternative when making a sexual health-related decision.
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	S5.8.HR.8.8. Analyze the effectiveness of a sexual health-related decision.
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 responsible for personal health behaviors.	S7.1.HR.1.8. Explain the importance of being responsible for practicing sexual abstinence.
S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.	S7.2.HR.2.8. Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.
S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.3.HR.3.8. Demonstrate practices and behaviors to improve the sexual health of oneself and others.
S7.4.8. Make a commitment to practice healthy behaviors.	S7.4.HR.4.8. Make a commitment to practice healthy sexual behaviors.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Standard 8: Advocacy Skills	
Students 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.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 personal characteristics or aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	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.

Mental and Emotional Health (MEH)

Grade 6 (MEH) - Essential	
Standard 1: Functional Knowledge	
Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
<p>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.</p>	<p>S1.1.MEH.1.6. Describe what it means to be a responsible person.</p> <p>S1.1.MEH.2.6. Describe characteristics of a responsible family member.</p> <p>S1.1.MEH.3.6. Describe characteristics of a mentally and emotionally healthy person.</p> <p>S1.1.MEH.4.6. Explain positive and negative ways of dealing with stress.</p> <p>S1.1.MEH.5.6. Explain the interrelationship of physical mental emotional social and spiritual health.</p> <p>S1.1.MEH.6.6. Discuss how emotions change during adolescence.</p> <p>S1.1.MEH.7.6. Explain appropriate ways to express needs wants emotions and feelings.</p> <p>S1.1.MEH.8.6. Describe role models that demonstrate positive mental and emotional health.</p> <p>S1.1.MEH.9.6. Summarize the benefits of talking with parents and other trusted adults about feelings.</p> <p>S1.1.MEH.10.6. Describe examples of situations that require self-control.</p> <p>S1.1.MEH.11.6. Analyze the risks of impulsive behaviors.</p> <p>S1.1.MEH.12.6. Explain how the expression of emotions or feelings can help or hurt oneself and others.</p> <p>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.</p>

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

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.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., how using alcohol and other drugs increase the risk of suicide and self-injury).
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.MEH.6.6. Analyze how relevant influences of family and culture affect perceptions, practices, and behaviors pertaining to mental/emotional health.
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	S2.7.MEH.7.6. Analyze how relevant influences of school and community affect perceptions, practices, and behaviors pertaining to mental/emotional health
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	S2.8.MEH.8.6. Analyze how relevant influences of media and technology affect perceptions, practices, and behaviors pertaining to mental/emotional health
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	S2.9.MEH.9.6. Analyze how relevant influences of peers affect mental/emotional health 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.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 health.
S4.7.8. Demonstrate how to effectively communicate empathy and support for others.	S4.7.MEH.3.6. Demonstrate how to effectively communicate empathy and support for others.

OAHPERD Health Education Model Curriculum

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 (MEH) - Supportive

Standard 3: Accessing Resources

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.MEH.1.6. Analyze the validity and reliability of mental/emotional health information.
S3.2.8. Analyze the validity and reliability of health products.	S3.3.MEH.2.6. Analyze the validity and reliability of mental/emotional health services.
S3.3.8. Analyze the validity and reliability of health services.	S3.4.MEH.3.6. Describe situations that call for professional mental/emotional health services.
S3.4.8. Describe situations that call for professional health services.	S3.5.MEH.4.6. Determine the availability of valid and reliable mental/emotional health products.
S3.5.8. Determine the availability of valid and reliable health products.	S3.6.MEH.5.6. Access valid and reliable mental/emotional health information from home, school or community.
S3.6.8. Access valid and reliable health information from home, school or community.	S3.7.MEH.6.6. Locate valid and reliable mental/emotional health products.
S3.7.8. Locate valid and reliable health products.	S3.8.MEH.7.6. Locate valid and reliable mental/emotional health services.
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.

Benchmark	Indicators
S5.1.8. Identify circumstances that help or hinder healthy decision making.	S5.1.MEH.1.6. Identify circumstances that help or hinder making a healthy decision related to mental/emotional health.
S5.2.8. Determine when situations require a health-related decision.	S5.2.MEH.2.6. Determine when situations require a decision related to mental/emotional health (e.g. , dealing with interpersonal conflict, managing emotional stress).
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.MEH.3.6. Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.MEH.4.6. Explain how family, culture, media, peers, and personal beliefs affect a mental or emotional health related decision.
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.MEH.5.6. Distinguish between healthy and unhealthy alternatives of a mental/emotional health-related decision.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.MEH.6.6. Predict the potential outcomes of healthy and unhealthy alternatives of a mental/emotional health-related decision.
S5.7.8. Choose a healthy alternative when making a health-related decision.	S5.7.MEH.7.6. Choose a healthy alternative when making a decision related to mental/emotional
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

	S5.8.MEH.8.6. Analyze the effectiveness of a final outcome of a mental/emotional health-related decision.
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
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.	S6.1.MEH.1.6. Assess personal mental/emotional health practices. S6.2.MEH.2.6. Set a realistic goal to improve or maintain positive mental/emotional health. S6.3.MEH.3.6. Assess the barriers to achieving a goal to improve or maintain positive mental/emotional health. S6.4.MEH.4.6. Apply strategies to overcome barriers to 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 health
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 responsible for personal health behaviors. S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks. S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others. S7.4.8. Make a commitment to practice healthy behaviors.	S7.1.MEH.1.6. Explain the importance of being responsible for personal mental/emotional health behaviors. S7.2.MEH.2.6. Analyze personal mental/emotional health practices and behaviors that reduce or prevent health risks. S7.3.MEH.3.6. Demonstrate healthy mental/emotional health practices and behaviors to improve the health of oneself and others. S7.4.MEH.4.6. Make a commitment to practice healthy mental/emotional health behaviors.
Standard 8: Advocacy Skills Students 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. S8.2.8. Persuade others to make positive health 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.	S8.1.MEH.1.6. State a health-enhancing position on a mental/emotional health topic, supported with accurate information, to improve the health of others. S8.2.MEH.2.6. Persuade others to make positive mental/emotional health choices. S8.3.MEH.3.6. Collaborate with others to advocate for improving mental/emotional health of individuals, families, and schools. S8.4.MEH.4.6. Demonstrate how to adapt a positive mental/emotional health message for different audiences.

OAHPERD Health Education Model Curriculum *Grades 6-8: Learning Outcomes*

Grade 7 (MEH) – 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.	<p>S1.1.MEH.1.7. Describe how mental and emotional health can affect health-related behaviors.</p> <p>S1.1.MEH.2.7. Explain the causes symptoms and effects of depression.</p> <p>S1.1.MEH.3.7. Explain the causes symptoms and effects of anxiety.</p> <p>S1.1.MEH.4.7. Describe the signs symptoms and consequences of common eating disorders.</p> <p>S1.1.MEH.5.7. Summarize feelings and emotions associated with loss and grief.</p> <p>S1.1.MEH.6.7. Explain the importance of a positive body image and self-perception.</p> <p>S1.1.MEH.7.7. Explain why people with eating disorders need professional help.</p>

Standard 3: Accessing Resources

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.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.
S3.4.8. 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, school or community.
S3.8.8. Locate valid and reliable health services.	S3.8.MEH.5.7. Locate valid and reliable mental/emotional 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 and nonverbal communication skills to enhance health.	S4.1.MEH.1.7. Demonstrate the effective use of verbal 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 health.
S4.7.8. Demonstrate how to effectively communicate empathy and support for others.	S4.7.MEH.3.7. Demonstrate how to effectively communicate empathy and support for others.

OAHPERD Health Education Model Curriculum

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 7 (MEH) - 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.MEH.1.7. 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.2.7. 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.3.7. 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.4.7. 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.5.7. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental/emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.MEH.6.7. Analyze how relevant influences of family and culture affect perceptions, practices, and behaviors pertaining to mental/emotional health.
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	S2.7.MEH.7.7. Analyze how relevant influences of school and community affect perceptions, practices, and behaviors pertaining to mental/emotional health
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	S2.8.MEH.8.7. Analyze how relevant influences of media and technology affect perceptions, practices, and behaviors pertaining to mental/emotional health
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	S2.9.MEH.9.7. Analyze how relevant influences of peers affect mental/emotional health practices and behaviors.

OAHPERD Health Education Model Curriculum

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. Identify circumstances that help or hinder healthy decision making.	S5.1.MEH.1.7. Identify circumstances that help or hinder making a healthy decision related to mental/emotional health.
S5.2.8. Determine when situations require a health-related decision.	S5.2.MEH.2.7. Determine when situations require a decision related to mental/emotional health (e.g. , dealing with interpersonal conflict, managing emotional stress).
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.MEH.3.7. Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.MEH.4.7. Explain how family, culture, media, peers, and personal beliefs affect a mental or emotional health related decision (e.g., dealing with interpersonal conflict, acceptance of differences in others).
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.MEH.5.7. Distinguish between healthy and unhealthy alternatives of a mental/emotional health-related decision.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.MEH.6.7. Predict the potential outcomes of healthy and unhealthy alternatives of a mental/emotional health-related decision (e.g., response when angry, dealing with interpersonal conflict).
S5.7.8. Choose a healthy alternative when making a health-related decision.	S5.7.MEH.7.7. Choose a healthy alternative when making a decision related to mental/emotional
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	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).



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Grades 6-8: Learning Outcomes

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

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Grade 8 (MEH) - 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.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.

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. S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.	S4.1.MEH.1.8. Demonstrate the effective use of verbal 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 to engage in violence.

Standard 7: Practicing Healthy Behaviors

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

Benchmark	Indicators
S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.3.MEH.1.8. Demonstrate how to prevent and manage stress in healthy ways.

OAHPERD Health Education Model Curriculum

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 8 (MEH) – 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.MEH.1.8. 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.2.8. 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.3.8. 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.4.8. 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.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental/emotional health behaviors.
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.MEH.6.8. Analyze how relevant influences of family and culture affect perceptions, practices, and behaviors pertaining to mental/emotional health.
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	S2.7.MEH.7.8. Analyze how relevant influences of school and community affect perceptions, practices, and behaviors pertaining to mental/emotional health
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	S2.8.MEH.8.8. Analyze how relevant influences of media and technology affect perceptions, practices, and behaviors pertaining to mental/emotional health
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	S2.9.MEH.9.8. Analyze how relevant influences of peers affect mental/emotional health practices and behaviors.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Standard 3: Accessing Resources

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.MEH.1.8. Analyze the validity and reliability of mental/emotional health information.
S3.3.8. Analyze the validity and reliability of health services.	S3.3.MEH.2.8. Analyze the validity and reliability of mental/emotional health services.
S3.4.8. Describe situations that call for professional health services.	S3.4.MEH.3.8. Describe situations that call for professional mental/emotional health services.
S3.5.8. Determine the availability of valid and reliable health products.	S3.5.MEH.4.8. Determine the availability of valid and reliable mental/emotional health products.
S3.6.8. Access valid and reliable health information from home, school or community.	S3.6.MEH.5.8. Access valid and reliable mental/emotional health information from home, school or community.
S3.7.8. Locate valid and reliable health products.	S3.7.MEH.6.8. Locate valid and reliable mental/emotional health products.
S3.8.8. Locate valid and reliable health services.	S3.8.MEH.7.8. Locate valid and reliable mental/emotional health services.

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 healthy decision making.	S5.1.MEH.1.8. Identify circumstances that help or hinder making a healthy decision related to mental/emotional health.
S5.2.8. Determine when situations require a health-related decision.	S5.2.MEH.2.8. Determine when situations require a decision related to mental/emotional health.
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.MEH.3.8. Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.MEH.4.8. Explain how family, culture, media, peers, and personal beliefs affect a mental or emotional health related decision.
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.MEH.5.8. Distinguish between healthy and unhealthy alternatives of a mental/emotional health-related decision.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.MEH.6.8. Predict the potential outcomes of healthy and unhealthy alternatives of a mental/emotional health-related decision.
S5.7.8. Choose a healthy alternative when making a health-related decision.	S5.7.MEH.7.8. Choose a healthy alternative when making a decision related to mental/emotional
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	S5.8.MEH.8.8. Analyze the effectiveness of a final outcome of a mental/emotional health-related decision.



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Grades 6-8: Learning Outcomes

Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
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.	S6.1.MEH.1.8. Assess personal mental/emotional health practices. S6.2.MEH.2.8. Set a realistic goal to improve or maintain positive mental/emotional health. S6.3.MEH.3.8. Assess the barriers to achieving a goal to improve or maintain positive mental/emotional health. S6.4.MEH.4.8. Apply strategies to overcome barriers to 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	
Students 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. S8.2.8. Persuade others to make positive health 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.	S8.1.MEH.1.8. State a health-enhancing position on a mental/emotional health topic, supported with accurate information, to improve the health of others. S8.2.MEH.2.8. Persuade others to make positive mental/emotional health choices. S8.3.MEH.3.8. Collaborate with others to advocate for improving mental/emotional health of individuals, families, and schools. S8.4.MEH.4.8. Demonstrate how to adapt a positive mental/emotional health message for different 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 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.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.
Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
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.	S6.1.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 practice. S6.3.PHW.3.6. Assess the barriers to achieving a 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.

OAHPERD Health Education Model Curriculum *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 (PHW) - 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.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 unhealthy personal health and wellness-related behaviors.
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.PHW.6.6. Analyze how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	S2.7.PHW.7.6. Analyze how relevant influences of school and community affect personal health and wellness related practices and behaviors.
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	S2.8.PHW.8.6. Analyze how relevant influences of media and technology affect personal health and wellness related practices and behaviors.
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	S2.9.PHW.9.6. Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Standard 3: Accessing Resources	
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.PHW.1.6. 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.2.6. Analyze the validity and reliability of personal health and wellness products.
S3.3.8. Analyze the validity and reliability of health services.	S3.3.PHW.3.6. 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.4.6. 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.5.6. Determine the availability of valid and reliable personal health and wellness products.
S3.6.8. Access valid and reliable health information from home, school or community.	S3.6.PHW.6.6. 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.7.6. Locate valid and reliable personal health and wellness products.
S3.8.8. Locate valid and reliable health services.	S3.8.PHW.8.6. Locate valid and reliable personal health and wellness 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 and nonverbal communication skills to enhance health.	S4.1.PHW.1.6. Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
S4.3.8. Demonstrate effective peer resistance skills to avoid or reduce health risks	S4.3.PHW.2.6. Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
S4.4.2. Demonstrate effective negotiation skills to avoid or reduce health risks.	S4.4.PHW.3.6. Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.	S4.6.PHW.4.6. Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
S4.7.8. Demonstrate how to effectively communicate empathy and support for others.	S4.7.PHW.5.6. Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness

OAHPERD Health Education Model Curriculum

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. Identify circumstances that help or hinder healthy decision making.	S5.1.PHW.1.6. Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.
S5.2.8. Determine when situations require a health-related decision.	S5.2.PHW.2.6. Determine when personal health and wellness situations require a decision.
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.PHW.3.6. Distinguish when decisions about personal health and wellness should be made individually or with the help of others.
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.PHW.4.6. Explain how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision.
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.PHW.5.6. Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.PHW.6.6. Predict the potential outcomes of healthy and unhealthy alternatives to a personal health and wellness-related decision.
S5.7.8. Choose a healthy alternative when making a health-related decision.	S5.7.PHW.7.6. Choose a healthy alternative when making a personal health and wellness-related decision.
S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.	S5.8.PHW.8.6. Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.
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 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 or prevent health risks.
S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.3.PHW.3.6. Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.
S7.4.8. Make a commitment to practice healthy behaviors.	S7.4.PHW.4.6. Make a commitment to practice positive personal health and wellness-related behaviors.

OAHPERD Health Education Model Curriculum *Grades 6-8: Learning Outcomes*

Standard 8: Advocacy Skills Students 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.PHW.1.6. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
S8.2.8. Persuade others to make positive health choices.	S8.2.PHW.2.6. Persuade others to make positive personal health and wellness-related choices.
S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.	S8.3.PHW.3.6. Collaborate with others to advocate for individuals, families and schools to be healthy.
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	S8.4.PHW.4.6. Demonstrate how to adapt a personal health and wellness-related message for different audiences.
<h1>Grade 7 (PHW) – Essential</h1>	
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.PHW.1.7. Explain the difference between 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.
Standard 3: Accessing Resources 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.PHW.1.7. Analyze the validity and reliability of online information about infectious and chronic diseases.

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<p>S3.4.8. Describe situations that call for professional health services.</p>	<p>S3.4.PHW.2.7. Describe situations in which a trained professional should be contacted regarding infectious or chronic conditions.</p>
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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 (PHW) - 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.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 unhealthy personal health and wellness-related behaviors.
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.PHW.6.7. Analyze how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	S2.7.PHW.7.7. Analyze how relevant influences of school and community affect personal health and wellness related practices and behaviors.
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	S2.8.PHW.8.7. Analyze how relevant influences of media and technology affect personal health and wellness related practices and behaviors.
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	S2.9.PHW.9.7. Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.

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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.
S4.3.8. Demonstrate effective peer resistance skills to avoid or reduce health risks	S4.4.PHW.3.7. Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
S4.4.2. Demonstrate effective negotiation skills to avoid or reduce health risks.	S4.6.PHW.4.7. Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
S4.5.8. Demonstrate healthy ways to manage or resolve conflict.	S4.7.PHW.5.7. Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness
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.	
Benchmark	Indicators
S5.1.8. Identify circumstances that help or hinder healthy decision making.	S5.1.PHW.1.7. Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.
S5.2.8. Determine when situations require a health-related decision.	S5.2.PHW.2.7. Determine when personal health and wellness situations require a decision.
S5.3.8. Distinguish when health-related decisions 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 individually or with the help of others.
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.PHW.4.7. Explain how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision.
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.PHW.5.7. Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.
S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	S5.6.PHW.6.7. Predict the potential outcomes of healthy and unhealthy alternatives to a personal health and wellness-related decision.
S5.7.8. Choose a healthy alternative when making a health-related decision.	

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<p>S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.</p>	<p>S5.7.PHW.7.7. Choose a healthy alternative when making a personal health and wellness-related decision.</p> <p>S5.8.PHW.8.7. Analyze the effectiveness of a final outcome of a personal health and wellness-related decision</p>
<p>Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	
Benchmark	Indicators
<p>S6.1.8. Assess personal health practices.</p> <p>S6.2.8. Set a realistic personal health goal.</p> <p>S6.3.8. Assess the barriers to achieving a personal health goal.</p> <p>S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.</p> <p>S6.5.8. Use strategies and skills to achieve a personal health goal.</p>	<p>S6.1.PHW.1.7. Assess personal health and wellness-related practices.</p> <p>S6.2.PHW.2.7. Set a realistic goal to improve a positive personal health and wellness-related practice.</p> <p>S6.3.PHW.3.7. Assess the barriers to achieving a personal health and wellness-related goal.</p> <p>S6.4.PHW.4.7. Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.</p> <p>S6.5.PHW.5.7. Use strategies and skills to achieve a personal health and wellness-related goal.</p>
<p>Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	
Benchmark	Indicators
<p>S7.1.8. Explain the importance of being responsible for personal health behaviors.</p> <p>S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.</p> <p>S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>S7.4.8. Make a commitment to practice healthy behaviors.</p>	<p>S7.1.PHW.1.7. Explain the importance of being responsible for personal health and wellness-related behaviors.</p> <p>S7.2.PHW.2.7. Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.</p> <p>S7.3.PHW.3.7. Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.</p> <p>S7.4.PHW.4.7. Make a commitment to practice positive personal health and wellness-related behaviors.</p>



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Standard 8: Advocacy Skills

Students 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.PHW.1.7. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
S8.2.8. Persuade others to make positive health choices.	S8.2.PHW.2.7. Persuade others to make positive personal health and wellness-related choices.
S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.	S8.3.PHW.3.7. Collaborate with others to advocate for individuals, families and schools to be healthy.
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	S8.4.PHW.4.7. Demonstrate how to adapt a personal health and wellness-related message for different audiences.

Grade 8 (PHW) – 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.	<p>S1.1.PHW.1.8. Explain how the most common STIs are transmitted.</p> <p>S1.1.PHW.2.8. Explain how HIV is transmitted.</p> <p>S1.1.PHW.3.8. Describe usual signs and symptoms of common STIs.</p> <p>S1.1.PHW.4.8. Describe usual signs and symptoms of HIV.</p> <p>S1.1.PHW.5.8. Explain that some STIs and HIV are asymptomatic.</p> <p>S1.1.PHW.6.8. Explain the short- and long-term consequences of common STIs.</p> <p>S1.1.PHW.7.8. Explain the short- and long-term consequences of HIV.</p> <p>S1.1.PHW.8.8. Summarize which STIs can be cured and which can be treated.</p> <p>S1.1.PHW.9.8. Explain that being sexually abstinent is the only 100% way to prevent STIs and HIV.</p> <p>S1.1.PHW.10.8. Summarize ways to decrease the spread of STIs and HIV.</p> <p>S1.1.PHW.11.8. Describe ways sexually active people can reduce the risk of HIV and other STIs including HPV.</p>

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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.PHW.1.8. 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.2.8. 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.3.8. 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.4.8. 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.5.8. Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.PHW.6.8. Analyze how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	S2.7.PHW.7.8. Analyze how relevant influences of school and community affect personal health and wellness related practices and behaviors.
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	S2.8.PHW.8.8. Analyze how relevant influences of media and technology affect personal health and wellness related practices and behaviors.
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	S2.9.PHW.9.8. Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.
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 healthy decision making.	S5.1.PHW.1.8. Identify circumstances that help or hinder making a healthy decision related to avoiding the consequences of STIs.
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.PHW.2.8. Distinguish when decisions about sexual health should be made individually or with the help of others.
S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	S5.4.PHW.3.8. Explain how family, culture, media, peers, and personal beliefs affect decisions to prevent STIs.
S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.	S5.5.PHW.4.8. Distinguish between healthy and unhealthy alternatives of a decision to prevent STIs.



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

Benchmark	Indicators
S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors.	S2.1.PHW.1.8. 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.2.8. 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.3.8. 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.4.8. 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.5.8. Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.PHW.6.8. Analyze how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	S2.7.PHW.7.8. Analyze how relevant influences of school and community affect personal health and wellness related practices and behaviors.
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	S2.8.PHW.8.8. Analyze how relevant influences of media and technology affect personal health and wellness related practices and behaviors.
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	S2.9.PHW.9.8. Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.

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Standard 3: Accessing Resources	
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.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.
S3.3.8. 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.
S3.6.8. 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 health and wellness products.
S3.8.8. Locate valid and reliable health services.	S3.8.PHW.8.8. Locate valid and reliable personal health and wellness services.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
S6.1.8. Assess personal health practices.	S6.1.PHW.1.8. Assess personal health and wellness-related practices.
S6.2.8. Set a realistic personal health goal.	S6.2.PHW.2.8. Set a realistic goal to improve a positive personal health and wellness-related practice.
S6.3.8. Assess the barriers to achieving a personal health goal.	S6.3.PHW.3.8. Assess the barriers to achieving a personal health and wellness-related goal.
S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.	S6.4.PHW.4.8. Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.
S6.5.8. Use strategies and skills to achieve a personal health goal.	S6.5.PHW.5.8. Use strategies and skills to achieve a personal health and wellness-related goal.

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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 responsible for personal health behaviors.	S7.1.PHW.1.8. 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.2.8. Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.
S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.3.PHW.3.8. Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.
S7.4.8. Make a commitment to practice healthy behaviors.	S7.4.PHW.4.8. Make a commitment to practice positive personal health and wellness-related behaviors.
Standard 8: Advocacy Skills	
Students 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.PHW.1.8. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
S8.2.8. Persuade others to make positive health choices.	S8.2.PHW.2.8. Persuade others to make positive personal health and wellness-related choices.
S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.	S8.3.PHW.3.8. Collaborate with others to advocate for individuals, families and schools to be healthy.
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	S8.4.PHW.4.8. Demonstrate how to adapt a personal health and wellness-related message for different 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.	
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.SAFE.1.6. Describe ways to reduce risk of injuries as a pedestrian. S1.1.SAFE.2.6. Describe actions to change unsafe situations at home. S1.1.SAFE.3.6. Describe actions to change unsafe situations at school. S1.1.SAFE.4.6. Describe ways to reduce risk of injuries from firearms. S1.1.SAFE.5.6. Describe why household products are 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 responsible for personal health behaviors. S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks. S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.1.SAFE.1.6. Explain the importance of being responsible for promoting safety and avoiding or reducing injury. S7.2.SAFE.2.6. Analyze practices and behaviors that reduce or prevent injuries. S7.3.SAFE.3.6. Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.

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

Benchmark	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.
S3.3.8. 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.



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<p>S3.5.8. Determine the availability of valid and reliable health products.</p> <p>S3.6.8. Access valid and reliable health information from home, school or community.</p> <p>S3.7.8. Locate valid and reliable health products.</p> <p>S3.8.8. Locate valid and reliable health services.</p>	<p>S3.5.SAFE.5.6. Determine the availability of valid and reliable safety and injury prevention products.</p> <p>S3.6.SAFE.6.6. Access valid and reliable safety and injury prevention information from home, school or community.</p> <p>S3.7.SAFE.7.6. Locate valid and reliable safety and injury prevention products.</p> <p>S3.8.SAFE.8.6. Locate valid and reliable safety and injury prevention services.</p>
<p>Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	
<p>Benchmark</p>	<p>Indicators</p>
<p>S4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p>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.</p> <p>S4.3.8. Demonstrate effective peer resistance skills to avoid or reduce health risks</p> <p>S4.4.2. Demonstrate effective negotiation skills to avoid or reduce health risks.</p> <p>S4.5.8. Demonstrate healthy ways to manage or resolve conflict.</p> <p>S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.</p>	<p>S4.1.SAFE.1.6. Demonstrate the use of effective verbal and nonverbal communication skills to enhance safety and injury prevention.</p> <p>S4.2.SAFE.2.6. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal safety of oneself and others.</p> <p>S4.3.SAFE.3.6. Demonstrate effective peer resistance skills to avoid or reduce injury.</p> <p>S4.4.SAFE.4.6. Demonstrate effective negotiation skills to avoid or reduce injury.</p> <p>S4.5.SAFE.5.6. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.</p> <p>S4.6.SAFE.6.6. Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.</p>

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

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Standard 8: Advocacy Skills Students 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.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 prevention.
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	S8.4.SAFE.4.6. Demonstrate how to adapt safety and injury prevention messages for different audiences.
<h2>Grade 7 (SAFE) - Essential</h2>	
Not addressed in Grade 7.	
<i>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.</i>	
<h2>Grade 7 (SAFE) - Supportive</h2>	
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.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.

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	<p>S1.1.SAFE.9.7. Describe ways to reduce risk of injury when playing sports.</p> <p>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.</p> <p>S1.1.SAFE.11.7. Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heat stroke, and hypothermia.</p> <p>S1.1.SAFE.12.7. Describe ways to reduce risk of injuries as a pedestrian.</p> <p>S1.1.SAFE.13.7. Describe actions to change unsafe situations at home.</p> <p>S1.1.SAFE.14.7. Describe actions to change unsafe situations at school.</p> <p>S1.1.SAFE.15.7. Describe actions to change unsafe situations in the community.</p> <p>S1.1.SAFE.16.7. Describe ways to reduce risk of injuries from firearms.</p> <p>S1.1.SAFE.17.7. Describe why household products are harmful if ingested or inhaled.</p> <p>S1.1.SAFE.18.7. Describe potential risks associated with over the counter medicines.</p> <p>S1.1.SAFE.19.7. Describe first response procedures needed to treat injuries and other emergencies.</p> <p>S1.1.SAFE.20.7. Determine the benefits of reducing the risks for injury.</p>
<p>Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	
Benchmark	Indicators
S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors.	S2.1.SAFE.1.7. Explain the influence of school rules and community laws on safety and injury prevention practices and behaviors.
S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	S2.2.SAFE.2.7. Explain how perceptions of norms influence healthy and unhealthy safety and injury prevention practices and behaviors.
S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.	S2.3.SAFE.3.7. Explain how social expectations influence healthy and unhealthy safety and injury prevention practices and behaviors.
S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.	S2.4.SAFE.4.7. Explain how personal values and beliefs influence personal safety and injury prevention practices and behaviors.
S2.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	S2.5.SAFE.5.7. Describe how some health risk behaviors influence safety and injury prevention

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<p>S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.</p> <p>S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.</p>	<p>practices and behaviors (e.g., how alcohol and other drug use increased the risk of unintentional injury).</p> <p>S2.6.SAFE.6.7. Analyze how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors.</p> <p>S2.7.SAFE.7.7. Analyze how relevant influences of school and community affect personal safety and injury prevention practices and behaviors.</p> <p>S2.8.SAFE.8.7. Analyze how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.</p> <p>S2.9.SAFE.9.7. Analyze how relevant influences of peers affect personal safety and injury prevention practices.</p>
<p>Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	
Benchmark	Indicators
<p>S3.1.8. Analyze the validity and reliability of health information.</p> <p>S3.2.8. Analyze the validity and reliability of health products.</p> <p>S3.3.8. Analyze the validity and reliability of health services.</p> <p>S3.4.8. Describe situations that call for professional health services.</p> <p>S3.5.8. Determine the availability of valid and reliable health products.</p> <p>S3.6.8. Access valid and reliable health information from home, school or community.</p> <p>S3.7.8. Locate valid and reliable health products.</p> <p>S3.8.8. Locate valid and reliable health services.</p>	<p>S3.1.SAFE.1.7. Analyze the validity and reliability of safety and injury prevention information.</p> <p>S3.2.SAFE.2.7. Analyze the validity and reliability of safety and injury prevention products.</p> <p>S3.3.SAFE.3.7. Analyze the validity and reliability of safety and injury prevention services.</p> <p>S3.4.SAFE.4.7. Describe situations that call for professional safety and injury prevention services.</p> <p>S3.5.SAFE.5.7. Determine the availability of valid and reliable safety and injury prevention products.</p> <p>S3.6.SAFE.6.7. Access valid and reliable safety and injury prevention information from home, school or community.</p> <p>S3.7.SAFE.7.7. Locate valid and reliable safety and injury prevention products.</p> <p>S3.8.SAFE.8.7. Locate valid and reliable safety and injury prevention services.</p>
<p>Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	
Benchmark	Indicators
<p>S4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p>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.</p>	<p>S4.1.SAFE.1.7. Demonstrate the use of effective verbal and nonverbal communication skills to enhance safety and injury prevention.</p> <p>S4.2.SAFE.2.7. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet</p>



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<p>S4.3.8. Demonstrate effective peer resistance skills to avoid or reduce health risks</p> <p>S4.4.2. Demonstrate effective negotiation skills to avoid or reduce health risks.</p> <p>S4.5.8. Demonstrate healthy ways to manage or resolve conflict.</p> <p>S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.</p>	<p>applications) to protect the personal safety of oneself and others.</p> <p>S4.3.SAFE.3.7. Demonstrate effective peer resistance skills to avoid or reduce injury.</p> <p>S4.4.SAFE.4.7. Demonstrate effective negotiation skills to avoid or reduce injury.</p> <p>S4.5.SAFE.5.7. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.</p> <p>S4.6.SAFE.6.7. Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.</p>
<p>Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.</p>	
<p>Benchmark</p>	<p>Indicators</p>
<p>S5.1.8. Identify circumstances that help or hinder healthy decision making.</p> <p>S5.2.8. Determine when situations require a health-related decision.</p> <p>S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.</p> <p>S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.</p> <p>S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.</p> <p>S5.7.8. Choose a healthy alternative when making a health-related decision.</p> <p>S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.</p>	<p>S5.1.SAFE.1.7. Identify circumstances that help or hinder healthy decision making related to safety and injury prevention.</p> <p>S5.2.SAFE.2.7. Determine when situations require a decision related to safety and injury prevention.</p> <p>S5.3.SAFE.3.7. Distinguish when safety and injury prevention decisions should be made individually or with the help of others.</p> <p>S5.4.SAFE.4.7. Explain how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention.</p> <p>S5.5.SAFE.5.7. Distinguish between healthy and unhealthy alternatives to a decision related to safety and injury prevention.</p> <p>S5.6.SAFE.6.7. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to injury.</p> <p>S5.7.SAFE.7.7. Choose a healthy alternative when making a decision related to safety and injury prevention.</p> <p>S5.8.SAFE.8.7. Analyze the effectiveness of a final outcome of a decision related to safety and injury prevention.</p>

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Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
S6.1.8. Assess personal health practices.	S6.1.SAFE.1.7. Assess personal safety and injury prevention practices.
S6.2.8. Set a realistic personal health goal.	S6.2.SAFE.2.7. Set a realistic personal goal to avoid or reduce injury.
S6.3.8. Assess the barriers to achieving a personal health goal.	S6.3.SAFE.3.7. Assess the barriers to achieving a personal goal to avoid or reduce injury.
S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.	S6.4.SAFE.4.7. Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries.
S6.5.8. Use strategies and skills to achieve a personal health goal.	S6.5.SAFE.5.7. Use strategies and skills to achieve a goal to personal avoid or reduce injuries.
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 responsible for personal health behaviors.	S7.1.SAFE.1.7. 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.2.7. 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.3.7. 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.4.7. Make a commitment to practice safety and injury prevention.
Standard 8: Advocacy Skills	
Students 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.SAFE.1.7. 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.2.7. Persuade others to make positive 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.

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Grade 8 (SAFE) – 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.	<p>S1.1.SAFE.1.8. Describe ways to reduce risk of injury when playing sports.</p> <p>S1.1.SAFE.2.8. Explain climate-related physical conditions that affect personal safety such as heat exhaustion sunburn heat stroke and hypothermia.</p> <p>S1.1.SAFE.3.8. Identify protective equipment needed for sports and recreational activities.</p> <p>S1.1.SAFE.4.8. Explain the importance of helmets and other safety gear for biking riding a scooter skateboarding and inline skating.</p> <p>S1.1.SAFE.5.8. Describe ways to reduce risk of injuries while riding in or on a motor vehicle.</p>

Standard 8: Advocacy Skills

Students 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.SAFE.1.8. 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.2.8. 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.

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



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

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

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

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

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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 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.	
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.	<p>S1.1.VP.1.6. Explain why it is wrong to tease or bully others based on their body type or other personal characteristics.</p> <p>S1.1.VP.2.6. Explain the role of bystanders in escalating preventing or stopping bullying fighting and violence.</p> <p>S1.1.VP.3.6. Describe pro-social behaviors that help prevent violence.</p> <p>S1.1.VP.4.6. Explain how online bullying (cyberbullying) can be detrimental to one’s health and the health of others.</p> <p>S1.1.VP.5.6. Describe how future goals could be affected by an act of violence.</p>

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
S4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	S4.1.VP.1.6. Demonstrate how to effectively ask for assistance to prevent violence.
S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.	S4.6.VP.2.6. Demonstrate how to seek help for a friend or family member who is showing signs of suicidal ideation.
S4.7.8. Demonstrate how to effectively communicate empathy and support for others.	S4.6.VP.3.6. Demonstrate how to communicate to a trusted adult if there is a perception that someone 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	
Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark	Indicators
S5.1.8. Identify circumstances that help or hinder healthy decision making.	S5.1.VP.1.6. Identify circumstances that help or hinder making a decision to prevent or avoid violence.
S5.2.8. Determine when situations require a health-related decision.	S5.2.VP.2.6. Determine when potentially violent situations require a decision.
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.VP.3.6. 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.4.6. 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.5.6. 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.6.6. 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.7.6. 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.8.6. Analyze the effectiveness of a final outcome of a decision that could lead to violence.

OAHPERD Health Education Model Curriculum

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 (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.1.6. 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 use influence violent behaviors).
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.VP.6.6. Analyze how relevant influences of family and culture affect personal violence practices and behaviors.
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	S2.7.VP.7.6. Analyze how relevant influences of school and community affect personal violence practices and behaviors.
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	S2.8.VP.8.6. Analyze how relevant influences of media and technology affect personal violence practices and behaviors.
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	S2.9.VP.9.6. Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Standard 3: Accessing Resources	
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.VP.1.6. Analyze the validity and reliability of violence prevention information.
S3.3.8. Analyze the validity and reliability of health services.	S3.3.VP.2.6. Analyze the validity and reliability of violence prevention or intervention services.
S3.4.8. Describe situations that call for professional health services.	S3.4.VP.3.6. Describe situations that call for professional violence prevention or intervention services.
S3.6.8. Access valid and reliable health information from home, school or community.	S3.6.VP.4.6. Access valid and reliable violence prevention information from home, school or community.
S3.8.8. Locate valid and reliable health services.	S3.8.VP.5.6. Locate valid and reliable violence prevention or intervention services
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
S6.1.8. Assess personal health practices.	S6.1.VP.1.6. Assess personal violent and non-violent practices.
S6.2.8. Set a realistic personal health goal.	S6.2.VP.2.6. Set a realistic personal goal to prevent violence.
S6.3.8. Assess the barriers to achieving a personal health goal.	S6.3.VP.3.6. Assess the barriers to achieving a personal goal to prevent violence.
S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.	S6.4.VP.4.6. Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
S6.5.8. Use strategies and skills to achieve a personal health goal.	S6.5.VP.5.6. Use strategies and skills to achieve a personal goal to prevent violence.
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 responsible for personal health behaviors.	S7.1.VP.1.6. 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.2.6. 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.3.6. 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.4.6. Make a commitment to practice violence prevention behaviors.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

Standard 8: Advocacy Skills	
Students 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.VP.1.6. 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.2.6. Persuade others to prevent violence.
S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.	S8.3.VP.3.6. Collaborate with others to advocate for individuals, families and schools to prevent violence.
S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.	S8.4.VP.4.6. Demonstrate how to adapt violence prevention messages for different audiences.
<h2>Grade 7 (VP) - Essential</h2>	
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.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.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

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.1.7. 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.2.7. Explain how social expectations 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.3.7. Explain how personal values and beliefs influence personal violence prevention practices and behaviors.
S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.	S2.4.VP.4.7. Analyze how relevant influences of family and culture affect personal violence practices and behaviors.
S2.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	S2.5.VP.5.7. Analyze how relevant influences of school and community affect personal violence practices and behaviors.
S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.VP.6.7. Analyze how relevant influences of media and technology affect personal violence practices and behaviors.
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	S2.7.VP.7.7. Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.
Standard 8: Advocacy Skills	
Students 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.VP.1.7. 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.2.7. Persuade others to prevent violence.
S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.	S8.3.VP.3.7. Collaborate with others to advocate for individuals, families, and schools to prevent violence.

OAHPERD Health Education Model Curriculum

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 7 (VP) - Supportive

Standard 3: Accessing Resources

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

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.VP.1.7. Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence.
S4.3.8. Demonstrate effective peer resistance skills to avoid or reduce health risks.	S4.3.VP.2.7. Demonstrate effective peer resistance skills to avoid or reduce violence.
S4.5.8. Demonstrate healthy ways to manage or resolve conflict.	Demonstrate effective negotiation skills to avoid or reduce violence.
S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.	S4.5.VP.3.7. Demonstrate healthy ways to manage or resolve conflict to prevent violence.
S4.7.8. Demonstrate how to effectively communicate empathy and support for others.	S4.6.VP.4.7. Demonstrate how to effectively ask for assistance to prevent violence.
	S4.7.VP.5.7. Demonstrate how to communicate empathy and support for others to prevent violence.

OAHPERD Health Education Model Curriculum

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. 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.
S5.3.8. 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.
Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
Benchmark	Indicators
S6.1.8. Assess personal health practices.	S6.1.VP.1.7. Assess personal violent and non-violent practices.
S6.2.8. Set a realistic personal health goal.	S6.2.VP.2.7. Set a realistic personal goal to prevent violence.
S6.3.8. Assess the barriers to achieving a personal health goal.	S6.3.VP.3.7. Assess the barriers to achieving a personal goal to prevent violence.
S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.	S6.4.VP.4.7. Apply strategies to overcome barriers to achieving a personal goal to prevent violence.
S6.5.8. Use strategies and skills to achieve a personal health goal.	S6.5.VP.5.7. Use strategies and skills to achieve a personal goal to prevent violence.
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 responsible for personal health behaviors.	S7.1.VP.1.7. Explain the importance of being responsible for practicing violence prevention behaviors.

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

<p>S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.</p> <p>S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>S7.4.8. Make a commitment to practice healthy behaviors.</p>	<p>S7.2.VP.2.7. Analyze personal practices and behaviors that reduce or prevent violence.</p> <p>S7.3.VP.3.7. Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.</p> <p>S7.4.VP.4.7. Make a commitment to practice violence prevention behaviors.</p>
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Grade 8 (VP) – Essential

Standard 1: Functional Knowledge

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

Benchmark	Indicators
<p>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.</p>	<p>S1.1.VP.1.8. Describe how prejudice, discrimination, intolerance, and bias can lead to violence.</p> <p>S1.1.VP.2.8. Explain how intolerance can affect others.</p> <p>S1.1.VP.3.8. Explain the benefits of living in a diverse society.</p> <p>S1.1.VP.4.8. Describe ways to manage interpersonal conflict nonviolently.</p> <p>S1.1.VP.5.8. Determine the benefits of using non-violence to solve interpersonal conflict.</p> <p>S1.1.VP.6.8. Explain why it is important to understand the perspectives of other in resolving conflict situations nonviolently.</p> <p>S1.1.VP.7.8. Analyze the risks of using violence as an impulsive behavior or response to stress or conflict.</p> <p>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.</p> <p>S1.1.VP.9.8. Describe the signs and symptoms of people who are in danger of hurting themselves or others.</p>

Standard 3: Accessing Resources

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

Benchmark	Indicators
<p>S3.1.8. Analyze the validity and reliability of health information.</p> <p>S3.3.8. Analyze the validity and reliability of health services.</p> <p>S3.4.8. Describe situations that call for professional health services.</p>	<p>S3.1.VP.1.8. Analyze the validity and reliability of violence prevention information.</p> <p>S3.3.VP.2.8. Analyze the validity and reliability of violence prevention or intervention services.</p>

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

<p>S3.6.8. Access valid and reliable health information from home, school or community.</p> <p>S3.8.8. Locate valid and reliable health services.</p>	<p>S3.4.VP.3.8. Describe situations that call for professional violence prevention or intervention services.</p> <p>S3.6.VP.4.8. Access valid and reliable violence prevention information from home, school or community.</p> <p>S3.8.VP.5.8. Locate valid and reliable violence prevention or intervention services.</p>
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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
<p>S4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p>S4.4.2. Demonstrate effective negotiation skills to avoid or reduce health risks.</p> <p>S4.5.8. Demonstrate healthy ways to manage or resolve conflict.</p> <p>S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.</p>	<p>S4.1.VP.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence.</p> <p>S4.4.VP.2.8. Demonstrate effective negotiation skills to avoid or reduce violence.</p> <p>S4.5.VP.3.8. Demonstrate healthy ways to manage or resolve conflict to prevent violence.</p> <p>S4.6.VP.4.8. Demonstrate how to effectively ask for assistance to prevent violence.</p>

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 (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
<p>S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.</p> <p>S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.</p> <p>S2.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p>	<p>S2.1.VP.1.8. Explain the influence of school rules and community laws on violence prevention practices and behaviors.</p> <p>S2.2.VP.2.8. Explain how perceptions of norms influence healthy and unhealthy violence and violence prevention practices and behaviors.</p> <p>S2.3.VP.3.8. Explain how social expectations influence healthy and unhealthy violence and violence prevention practices and behaviors.</p> <p>S2.4.VP.4.8. Explain how personal values and beliefs influence personal violence prevention practices and behaviors.</p> <p>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).</p>



The Ohio Association for Health,
Physical Education, Recreation, and Dance

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	S2.6.VP.6.8. Analyze how relevant influences of family and culture affect personal violence practices and behaviors.
S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.	S2.7.VP.7.8. Analyze how relevant influences of school and community affect personal violence practices and behaviors.
S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	S2.8.VP.8.8. Analyze how relevant influences of media and technology affect personal violence practices and behaviors.
S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.	S2.9.VP.9.8. Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.

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 healthy decision making.	S5.1.VP.1.8. 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.2.8. Determine when potentially violent situations require a decision.
S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.	S5.3.VP.3.8. 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.4.8. 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.5.8. 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.6.8. 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.7.8. 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.8.8. Analyze the effectiveness of a final outcome of a decision that could lead to violence.

Standard 6: Goal Setting Skills
Students will demonstrate the ability to use goal-setting skills to enhance health.

Benchmark	Indicators
S6.1.8. Assess personal health practices.	S6.1.VP.1.8. Assess personal violent and non-violent practices.
S6.2.8. Set a realistic personal health goal.	S6.2.VP.2.8. Set a realistic personal goal to prevent violence.
S6.3.8. Assess the barriers to achieving a personal health goal.	S6.3.VP.3.8. Assess the barriers to achieving a personal goal to prevent violence.
S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.	

OAHPERD Health Education Model Curriculum

Grades 6-8: Learning Outcomes

<p>S6.5.8. Use strategies and skills to achieve a personal health goal.</p>	<p>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.</p>
<p>Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	
Benchmark	Indicators
<p>S7.1.8. Explain the importance of being responsible for personal health behaviors.</p> <p>S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.</p> <p>S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>S7.4.8. Make a commitment to practice healthy behaviors.</p>	<p>S7.1.VP.1.8. Explain the importance of being responsible for practicing violence prevention behaviors.</p> <p>S7.2.VP.2.8. Analyze personal practices and behaviors that reduce or prevent violence.</p> <p>S7.3.VP.3.8. Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.</p> <p>S7.4.VP.4.8. Make a commitment to practice violence prevention behaviors.</p>
<p>Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.</p>	
Benchmark	Indicators
<p>S8.1.8. State a health-enhancing position, supported with accurate information, to improve the health of others.</p> <p>S8.2.8. Persuade others to make positive health choices.</p> <p>S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.</p> <p>S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.</p>	<p>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.</p> <p>S8.2.VP.2.8. Persuade others to prevent violence.</p> <p>S8.3.VP.3.8. Collaborate with others to advocate for individuals, families and schools to prevent violence.</p> <p>S8.4.VP.4.8. Demonstrate how to adapt violence prevention messages for different audiences.</p>