

Middle School HEALTH Curriculum Guide

Monroe County Community School Corporation
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Dr. John Maloy, Superintendent

Mr. Michael Shipman, Director of Operations

Monroe County Community School Corporation Educators,

During the 2003-04 school year a team of teachers met to align the health curriculum for the middle school level across the courses of: Health, Life Skills, Family Consumer Science (FCS) and Physical Education.

The purpose was to align our curriculum with the new State Health Standards as well as to coordinate between the four different subject areas that cover health in the Middle School level. The following is a result of that effort.

The materials are repeated in this Guide book in 3 different forms. First by Proficiency number consistent with the State Standards, Second by Subject area (Health, Life Skills, FCS and Physical Education) and finally by the topic of the particular teaching unit (Nutrition, Wellness, Drug Education, etc.)

Sincere appreciation is extended to the following for their work and dedication to this curriculum alignment project:

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Jan Brand	Batchelor	Health/PE
Michele Brown	Batchelor	FCS
Rex Fletcher	Batchelor	Health/PE
Mona Gibson	Jackson Creek	FCS
Chuck Jones	Batchelor	Health/PE
Jeana Kerr	Batchelor	Health/PE
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Submitted by: Jennifer Staab, Healthy Schools Coordinator
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Standards

Standards are statements that define *what students should know and be able to do* upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals we aspire to for expanding and improving education in the schools of the United States. Standards improve students' academic achievement by providing a framework for curriculum development, instruction, and assessment. The purpose of developing academic standards at the state level is to better serve schools and the local community in the process of performing these curriculum activities. Thus, because curriculum development is a local school corporation responsibility, the curricula within Indiana school corporations may differ from corporation to corporation whereas the standards remain the same for all corporations. It is this process that enables school corporations to write curricula that reflects the resources and values of the local community, while still staying within the Indiana Standards framework.

Quality Health Education: A Description

Quality health education in schools includes a documented, planned, and sequential curriculum for students in Kindergarten through high school that addresses the physical, mental, emotional, and social dimensions of health. The curriculum addresses and integrates education about a range of categorical health problems and issues at developmentally appropriate ages. It also enables students to develop and demonstrate increasingly sophisticated health-related knowledge and skills. Quality health education motivates and assists students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It includes active learning strategies to help students to develop the knowledge and skills they need to avoid health risk behaviors. Quality health education includes the involvement of parents, health professionals, and other concerned community members. It also includes management and coordination by an education professional trained to implement the program, instruction from teachers trained to teach health education, and periodic evaluation, updating, and improvement.

Standards at the National Level

The National Health Education Standards reflect the current science and best practices in school health education. These standards were developed by a committee of nationally recognized health educators with input from thousands of reviewers including health education professionals, parents, and community members. The National Health Education Standards are consistently cited as one of the best set of academic standards developed in this era of national education reform. These standards provide schools with a framework for "world class" health education that enables students to develop health literacy and achieve national health and education goals. The standards provide a flexible framework of health-related content and skills that school corporations can use to develop, implement, and assess curricula designed to enable to provide students with the knowledge and skills they need to lead meaningful, productive, and healthy lives not only as individuals but also as students in schools and members of families and communities.

Philosophy and Rationale for the Health Education

Health education is essential to the health and learning of children and adolescents. The health

and health-related behaviors of students have a direct impact on their school attendance and ability to learn. Health education in schools is also essential because many health behaviors are initiated during childhood and are related to many of the leading and preventable causes of disease, disability, and death in the United States. Researchers indicate that health education in schools represents an effective way to enable students to develop the knowledge and skills that they need to avoid health risks and enhance both their health and their academic achievement. Health education provides students with the knowledge and skills they need to not only enhance their personal health, but also the health of their families, schools, and communities.

The Indiana Administrative Code recommends weekly minimum time allocations for health education such as:

- Grades 1, 2, and 3 motor skills development and health education - 105 minutes weekly.
- Grades 4, 5, and 6 health and safety education - 75 minutes weekly.
- Grades 6, 7, and 8 health and safety education - 100 minutes weekly.
- High school graduation requirement – 1 credit.

A school corporation which currently is operating with less than the minimum minutes recommended for health education may find it necessary to increase the minutes allocated for health education in order to fully meet the standards for health education as outlined in this document.

Goal of Health Education

The goal of health education, and thus the health education standards, is health literacy. Health literacy is the capacity of individuals to obtain, interpret, and understand basic health information, products, and services and the competence to use such information, products, and services in ways that will enhance personal, family, school, and community health. Additionally, the health literate person is:

- a critical thinker and problem solver,
- a responsible, productive citizen,
- a self-directed learner, and
- an effective communicator.

These four essential characteristics are woven throughout the National Health Education Standards and thus Indiana Academic Standards for Health Education.

Indiana Academic Standards for Health Education

The Indiana Health Education Standards are closely aligned with the National Health Education Standards. The national standards were used as guidelines in the development of the state standards because they were endorsed by the Centers for Disease Control and the U.S. Department of Health and Human Services and are the basis for the Council of Chief State School Officers' State Collaborative for the Assessment of Student Standards Health Education Assessment Project.

One of the Indiana Health Education Standards is slightly different from the National Health Education Standards because it reflects initiatives by the Council of Chief State School Officers' State Collaborative for the Assessment of Student Standards Health Education Assessment Project. The Indiana Health Education Standards also are supplemented with two additional benchmarks. The Indiana Standards for Health Education are:

- Standard 1 Students will comprehend concepts related to health promotion and disease prevention.
- Standard 2 Students will demonstrate the ability to access and evaluate health information, products, and services.
- Standard 3 Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.
- Standard 4 Students will demonstrate the ability to apply self-management skills to enhance health.
- Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.
- Standard 6 Students will demonstrate the ability to implement decision making and goal setting skills to enhance health.
- Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.

These seven standards are general and apply to all levels of health education from Kindergarten through the high school elective course (Advanced Health). For each of the seven standards, there are specifically numbered benchmark statements defining what students should know and be able to do upon completion of a particular level of instruction. Achievement of these benchmarks, therefore, indicates progress toward a performance standard. For each of the specifically numbered benchmark statements (e.g., 1.1.3) there is an example of student performance for that level of instruction. **NOTE:** These exemplars are only examples and are not intended to replace local curriculum. The use of an example does not mean that the school **must** teach this particular example as a part of their curriculum in order to meet this standard. Rather, this benchmark could be met in a variety of content areas of health education and taught through a variety of activities as determined by the faculty of the school corporation. Teachers should beware of not "teaching to the examples" and failing to explore the many ways health education can meet the standards with many different activities in many different content areas. There should not be an attempt to meet the Standard using only the suggested examples related to each benchmark.

7th Grade Health Curriculum

Standard	Description	Examples	Unit	Subject
7.1.	STANDARD 1: Students will comprehend concepts related to health Promotion and Disease Prevention. Students will develop personal responsibility for health behaviors, the relationship between health behaviors and health; interrelationships of functioning body systems and health and external factors.			
7.1.1	Explain the importance of assuming responsibility for personal health behaviors	Explains the importance of assuming responsibility for engaging in physical activity beyond the physical activity they engage in during physical education class	Active Lifestyles	Phys. Ed
7.1.2	Explain the relationship between personal health behaviors and the prevention of injury, illness, disease and premature death	Peer relationships and dating	Mental and Emotional health	Health
7.1.3	Describe the interrelationships of mental emotional, social, and physical health during adolescence.	Peer relationships and dating	Mental and Emotional Health	Health
7.1.4	Explain the interrelationships between behaviors, the functioning of body systems, and overall health fruits provide fiber and fluids that help food and waste products move throughout the digestive excretory systems and help prevent diseases such as colon cancer.	Describes how diets with plenty of water, grains, vegetables and	Foods & Nutrition	FCS
7.1.5	Analyze interrelationships between the mental, emotional, social and physical environment and personal health health	Analyzes how unhealthy social environments influence personal	Alcohol, tobacco and other drugs Mental and Emotional Health Child Development	Life Skills Health FCS
7.1.6	Describe ways to reduce risks related to common health problems among adolescents.	Explaining how personal decisions about active lifestyles relates to health problems among adolescents	Active Lifestyles	Phys. Ed

		Explaining how personal decisions about alcohol, tobacco or other drugs relates to health problems among adolescents	Alcohol, tobacco and other drugs	Life Skills
		Explaining how personal decisions about the food they eat relates to health problems among adolescents	Foods & Nutrition	FCS
7.1.7	Explain how appropriate health care can prevent, detect, and treat health problems.	How appropriate mental health care can prevent, detect and treat serious disorders such as anxiety disorders, mood disorders and suicide	Mental and Emotional Health	Health
7.1.8	Describe how pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.	How exposure to allergens (e.g. tobacco smoke) and other environmental triggers (cold weather) can cause allergic reactions and asthma attacks	Alcohol, tobacco and other drugs	LifeSkills
		Death and Dying	Growth and Development	FCS
			Death and Dying	FCS
			Mental and Emotional health	Health
7.1.9	Explain key health terms and concepts. Active Lifestyles	Personal Wellness Phys. Ed	Wellness	Health
7.2.	STANDARD 2: Students will demonstrate the ability to access and evaluate health information, products and services. Students will develop skills to apply guidelines for the selection and use of health information, products and services, uses sources of valid health information; explain how media influence the selection of health information, products and services			
7.2.1	Apply Guidelines for wise selection and use of health information, products and services.	Access health information from internet sources that end in ".gov" or ".org", state the purpose of the site and the source and the date of the information provided by the site	Foods & Nutrition	FCS
7.2.2	Demonstrate the ability to utilize resources from home, school and community that provide valid health information.	How would you access valid mental health information	Mental and Emotional health	Health

7.2.3	Analyze how media influences the selection of health information products and services.	Analyze Ads for products to identify strategies used to sell the products: Reward/bargain offers, health claims, personal testimony, bandwagon, false image/exaggerated benefits, great outdoors, emotional appeal, status, and humor	Alcohol, tobacco and other drugs	LifeSkills
7.2.4	Demonstrate the ability to locate health products and services.	How would you access a place to physical activity	Active Lifestyles	Phys. Ed
7.2.5	Compare generic and brand name products for cost and validity.	Compare over the counter medications	Wellness	Health
		Compare generic and brand name foods for cost, ingredients and nutritional value	Foods & Nutrition	FCS
7.2.6	Describe situations requiring professional health services.	Describe emergency illness (cardiac arrest) and injuries (3rd degree burns) that require professional health	Wellness	Health
7.3.	STANDARD 3: Students will demonstrate the ability to apply self management skills to enhance health.			
	Students will develop self-management skills to handle stress, and cope with grief and anger; avoid and reduce threatening situations; analyze personal health needs, and promote personal and family health and prevent and treat injuries.			
7.3.1	Demonstrate strategies to manage stress.	Identify feelings and causes of stress and identify and use strategies to deal with stress, such as: play, talking with an adult, writing in a journal, exercise reaction	Mental and Emotional health quiz" and talk about the body's reaction	LifeSkills/ Health
7.3.2	Demonstrate strategies to manage grief and anger.	How to calm down and cope with natural feelings	Mental and Emotional health	Life Skills / health
7.3.3	Demonstrate ways to avoid and reduce threatening situations and report physical, mental or emotional abuse	Demonstrate how to recognize tobacco and other drugs	Alcohol,	Life Skills
7.3.4	Develop injury prevention and management strategies for personal and family health	Demonstrate safely precautions for being in the kitchen	Foods and Nutrition	FCS
7.3.5	Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks related to tobacco and determine whether these perceptions and behaviors are healthy and need to be re-considered	Demonstrate the ability to analyze personal perceptions	Tobacco and Alcohol	Life Skills

7.3.6	Demonstrate strategies to improve or maintain personal and family health	Demonstrate strategies for good hygiene	Wellness	Phys Ed/ Health
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7.4. STANDARD 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors

Students will develop skills to analyze how the family, school, peers and technology influence health behavior, as well as culture, and media.

7.4.1	Describe how the family, school and peers influence the health and health behaviors of adolescents choices to engage in behaviors.	Describes how the family, school and peers influence adolescents other drugs	Alcohol, tobacco and other drugs	Life Skills
7.4.2	Describe the influence of cultural beliefs on health behaviors and use the health services and alcohol use	Describe how cultural and religious beliefs impact tobacco other drugs	Alcohol, tobacco and other drugs	Life Skills
7.4.3	Analyze how messages from media and other sources influence health behaviors alcohol and other drugs	Analyze the lyrics of popular music for messages related to other drugs	Alcohol, tobacco and other drugs	Life Skills
7.4.4	Analyze the influence of technology on personal and family health and health behaviors	Describe how technology has led to improved safely equipment	Active Lifestyles	Phys. Ed

7.5. STANDARD 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.

Students will describe behaviors that influence interpersonal communication and analyze causes of conflict among young people. I messages, assertive communication, consideration, respect for self, active listening, refusal and negotiation skills.

7.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.	Demonstrate the ability to match nonverbal communication with verbal communication to express care and concern for a friend who has a problem	Alcohol, tobacco and other drugs	Life Skills
7.5.2	Describe how the behavior of family and peers affects interpersonal communication effects communication	Describe how the use of "I" statements by family and peers other drugs	Alcohol, tobacco and other drugs	Life Skills
7.5.3	Demonstrate healthy ways to express needs, wants and feelings including "I" messages and assertive communication other drugs	Demonstrate the ability to assertively communicate	Alcohol, tobacco and other drugs	Life Skills
7.5.4	Demonstrate ways to communicate care, consideration and respect of self and others other drugs	Demonstrate the ability to receive and provide constructive	Alcohol, tobacco and other drugs	Life Skills
7.5.5	Demonstrate attentive listening and other communication skills to build and maintain healthy relationships.	Demonstrate active listening skills by showing how to pay careful attention to verbal and nonverbal communication, listen to understand, not interrupt and provide verbal and nonverbal	Mental and Emotional Health	Life Skills/Health

		feedback that reflects the speakers communication		
		Demonstrate attentive listening and other Phys Ed communication skills to build and maintain health relationships		
7.5.6	Demonstrate refusal and negotiation skills to enhance health alcohol tobacco and drug use other drugs	Demonstrate how to say no to tobacco and	Alcohol,	Life Skills
7.5.7	Analyze the possible causes and results of conflict among youth in schools and communities prejudice and differences	Feelings such as hurt, jealousy, miscommunication, possessions, other drugs	Alcohol, tobacco and	Life Skills
7.5.8	Demonstrate strategies to manage conflict showing: How to stay calm, assess the risk of violence, leave if a weapon is present, agree that there is a problem, listen to each other, apologize or accept apology, compromise if need be	Ways to resolve a conflict by tobacco and other drugs	Alcohol,	Life Skills
7.6.	STANDARD 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health. Students will identify the consequences of health related decisions and develop skills to work with others to apply a decision making process to health issues and problems, set goals and apply strategies			
7.6.1				

Standard	Description	Examples	Unit	Methods	Subject
	Demonstrate the ability to apply a decision machined process to health issues and problems identify the consequences of each choice, make the best choice and reflect on the realties of the choice when making decisions related to planning a	Demonstrates the ability to work with others to identify choices,	Foods and Nutrition	FCS	
7.6.2	Predict how decisions regarding health behaviors have consequences for self and others consequences for self and others predicts how choices related to diet have consequences for self and others (diabetes, obesity)	Predicts how choices related to alcohol and other drugs use have other drugs Foods and Nutrition	Alcohol, tobacco and FCS	Life Skills	
7.6.3	Demonstrates the ability to set health goals that address personal strengths needs and health risks. maintaining personal health needs for physical activity Demonstrate the ability to set short and long term goals for maintaining personal health needs for wellness Demonstrate the ability to set short and long term goals for maintaining personal health needs on nutrition	Demonstrate the ability to set short and long term goals for Wellness Plan Foods and Nutrition	Active Life Style Personal Health Personal Health Plan	Personal Health Plan Health FCS	Phys Ed
7.6.4	Demonstrate the ability to design a plan that includes strategies to monitor and attain personal health goals vegetables a day Demonstrate the ability to set a goal to do something active 1 hour a day, 5 days a week	Demonstrate the ability to set a goal to eat 5 fruits and/or Active Life Styles	Foods and Nutrition Personal Health Plan	Personal Health Plan Phys. Ed	FCS

Standard	Description	Examples	Unit	Methods	Subject
	Demonstrate the ability to design a plan that includes strategies to monitor and attain personal health goals (can include alcohol, tobacco, drugs, sexual activity)	Demonstrate the ability to set a goal aimed at personal wellness	Wellness Plan	Personal Health	Health
7.7.	STANDARD 7: Students will demonstrate the ability to advocate for personal, family and community health Students will analyze ways to communicate accurate health information and ideas. Students will also develop skills to express information and opinions about health issues and work cooperatively to influence and support others in healthy behaviors				
7.7.1	Analyze various communication methods to accurately express health information and ideas communicating an health related issue	Demonstrate the ability to choose the appropriate method of	Wellness	Health	
7.7.2	Demonstrate the ability to express information and opinions about health issues related article	Demonstrate the ability to create a poster that presents a health	Wellness	Health	
7.7.3	Demonstrate the ability to influence and support others in making positive health choices other drug use	Demonstrate the ability to talk to peers about alcohol, tobacco or other drugs	Alcohol, tobacco and	Role play	Life Skills
7.7.4	Demonstrate the ability to work cooperatively when advocating for healthy individuals alcohol, tobacco or other drug	Demonstrate the ability to work together regarding peers about other drugs	Alcohol, tobacco and	Role play	Life Skills

8th Grade Health Curriculum

Standard	Description	Examples	Unit	Methods	Subject
8.1.	STANDARD 1: Students will comprehend concepts related to health Promotion and Disease Prevention Students will develop personal responsibility for health behaviors, the relationship between health behaviors and health; interrelationships of functioning body systems and health and external factors				
8.1.1	Explain the importance of assuming responsibility for personal health behaviors engaging in physical activity beyond the physical activity they engage in during physical education class	Explains the importance of assuming responsibility for	Active Lifestyles	Phys. Ed	
8.1.2	Explain the relationship between personal health behaviors and the prevention of injury, illness, disease and premature death health	Peer relationships and dating Emotional	Mental and	Health	
8.1.3	Describe the interrelationships of mental emotional, social, and physical health during adolescence. Health	Peer relationships and dating Emotional	Mental and	Health	
8.1.4	Explain the interrelationships between behaviors, the functioning of body systems, and overall health fruits provide fiber and fluids that help food and waste products move throughout the digestive excretory systems and help prevent diseases such as colon cancer.	Describes how diets with plenty of water, grains, vegetables and	Foods & Nutrition	FCS	
8.1.5					

Standard	Description	Examples	Unit	Methods	Subject
8.1.6	Analyzes how unhealthy social environments influence personal health	Alcohol, tobacco and other drugs	Life Skills		
	Analyze interrelationships between the mental, emotional, social and physical environment and personal health Health Child Development	Mental and Emotional FCS	Health		
8.1.7	Explaining how personal decisions about active lifestyles relates to health problems among adolescents	Active Lifestyles	Phys. Ed		
	Describe ways to reduce risks related to common health problems among adolescents or other drugs relates to health problems among adolescents	Explaining how personal decisions about alcohol, tobacco and other drugs	Alcohol, tobacco and other drugs	Life Skills	
	Explaining how personal decisions about the food they eat relates to health problems among adolescents	Foods & Nutrition	FCS		
8.1.8	Explain how appropriate health care can prevent, detect, and treat health problems serious disorders such as anxiety disorders, mood disorders and suicide	How appropriate mental health care can prevent, detect and treat health	Mental and Emotional	Health	
8.1.8	Describe how pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems weather) can cause allergic reactions and asthma attacks	How exposure to allergens (e.g. tobacco smoke) and other environmental triggers (cold	Alcohol, tobacco and other drugs	Life Skills	
	Death and Dying Development	Growth and	FCS		

Standard	Description	Examples	Unit	Methods	Subject
8.1.9	Death and Dying Emotional health	Mental and	Health		
8.2.	Explain key health terms and concepts Active Lifestyles	Personal Wellness Phys. Ed	Wellness		
8.2.1	STANDARD 2: Students will demonstrate the ability to access and evaluate health information, products and services. Students will develop skills to apply guidelines for the selection and use of health information, products and services, uses sources of valid health information; explain how media influence the selection of health information, products and services				
8.2.1	Apply Guidelines for wise selection and use of health information, products and services or ".org", state the purpose of the site and the source and the date of the information provided by the site	Access health information from internet sources that end in ".gov"	Foods & Nutrition	FCS	
8.2.2	Demonstrate the ability to utilize resources from home, school and community that provide valid health information	How would you access valid mental health information Articles	Mental and Emotional	Have students produces Posters,	Health
8.2.3	Analyze how media influences the selection of health information products and services. products: Reward/bargain offers, health claims, personal testimony, bandwagon, false image/exaggerated benefits, great outdoors, emotional appeal, status, and humor	Analyze Ads for products to identify strategies used to sell the other drugs	Alcohol, tobacco and	Life Skills	
8.2.4					

Standard	Description	Examples	Unit	Methods	Subject
8.2.5	Demonstrate the ability to locate health products and services physical activity	How would you access a place to Lifestyles	Active	Phys. Ed	
8.2.6	Compare generic and brand name products for cost and medications Compare generic and brand name foods for cost, ingredients and nutritional value	Compare over the counter Foods & Nutrition	Wellness FCS	Health	
8.3.	Describe situations requiring professional health services (cardiac arrest) and injuries (3rd degree burns) that require professional health	Describe emergency illness	Wellness	Health	
8.3.1	STANDARD 3: Students will demonstrate the ability to apply self management skills to enhance health Students will develop self-management skills to handle stress, and cope with grief and anger; avoid and reduce threatening situations; analyze personal health needs, promote personal and family health and prevent and treat injuries				
8.3.1	Demonstrate strategies to manage stress stress and identify and use strategies to deal with stress, such as: play, talking with an adult, writing in a journal, exercise reaction	Identify feelings and causes of Emotional health quiz" and talk about the body's	Mental and stressful situation to the class ie.. "pop	Announce a	Life Skills/ Health
8.3.2	Demonstrate strategies to manage grief and anger natural feelings health	How to calm down and cope with Emotional	Mental and	Life Skills / health	
8.3.3	Demonstrate ways to avoid and reduce threatening situations and report physical, mental or emotional abuse	Demonstrate how to recognize tobacco and other drugs	Alcohol,	Life Skills	

Standard	Description	Examples	Unit	Methods	Subject
8.3.4	Develop injury prevention and management strategies for personal and family health	Demonstrate safely precautions for being in the kitchen	Foods and Nutrition	FCS	
8.3.5	Demonstrate the ability to analyze a personal health assessment to determine health strengths and risks related to tobacco and determine whether these perceptions and behaviors are healthy and need to be re-considered	Demonstrate the ability to analyze personal perceptions	Tobacco and Alcohol	Life Skills	
8.3.6	Demonstrate strategies to improve or maintain personal and family health	Demonstrate strategies for good hygiene	Wellness	Phys Ed/ Health	
8.4.	STANDARD 4: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors Students will develop skills to analyze how the family, school, peers and technology influence health behavior, as well as culture, and media.				
8.4.1	Describe how the family, school and peers influence the health and health behaviors of adolescents choices to engage in behaviors.	Describes how the family, school and peers influence adolescents	Alcohol, tobacco and other drugs	Life Skills	
8.4.2	Describe the influence of cultural beliefs on health behaviors and use the health services and alcohol use	Describe how cultural and religious beliefs impact tobacco and other drugs	Alcohol, tobacco and other drugs	Life Skills	
8.4.3	Analyze how messages from media and other sources influence health behaviors alcohol and other drugs	Analyze the lyrics of popular music for messages related to other drugs	Alcohol, tobacco and other drugs	Life Skills	
8.4.4					

Standard	Description	Examples	Unit	Methods	Subject
	Analyze the influence of technology on personal and family health and health behaviors	Describe how technology has led to improved safety equipment	Active Lifestyles	Phys. Ed	
8.5.	STANDARD 5: Students will demonstrate the ability to utilize interpersonal communication skills to enhance health Students will describe behaviors that influence interpersonal communication and analyze causes of conflict among young people. I messages, assertive communication, consideration, respect for self, active listening, refusal and negotiation skills				
8.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health verbal communication to express care and concern for a friend who has a problem	Demonstrate the ability to match nonverbal communication with other drugs	Alcohol, tobacco and	Life Skills	
8.5.2	Describe how the behavior of family and peers affects interpersonal communication effects communication	Describe how the use of "I" statements by family and peers	Alcohol, tobacco and	Life Skills	
8.5.3	Demonstrate healthy ways to express needs, wants and feelings including "I" messages and assertive communication other drugs	Demonstrate the ability to assertively communicate	Alcohol, tobacco and	Life Skills	
8.5.4	Demonstrate ways to communicate care, consideration and respect of self and others other drugs	Demonstrate the ability to receive and provide constructive	Alcohol, tobacco and	Life Skills	
8.5.5					

Standard	Description	Examples	Unit	Methods	Subject
8.5.6	Demonstrate attentive listening and other communication skills to build and maintain health relationships attention to verbal and nonverbal communication, listen to understand, not interrupt and provide verbal and nonverbal feedback that reflects the speakers communication Team sports	Demonstrate active listening skills by showing how to pay careful Phys Ed	Group work	FCS	
8.5.7	Demonstrate refusal and negotiation skills to enhance health alcohol tobacco and drug use other drugs	Demonstrate how to say no to tobacco and	Alcohol,	Life Skills	
8.5.8	Analyze the possible causes and results of conflict among youth in schools and communities prejudice and differences	Feelings such as hurt, jealousy, miscommunication, possessions, other drugs	Alcohol, tobacco and	Life Skills	
8.6.	Demonstrate strategies to manage conflict showing: How to stay calm, assess the risk of violence, leave if a weapon I present, agree that there is a problem, listen to each other, apologize or accept apology, compromise if need be	Ways to resolve a conflict by tobacco and other drugs	Alcohol,	Life Skills	
8.6.1	STANDARD 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health. Students will identify the consequences of health related decisions and develop skills to work with others to apply a decision making process to health issues and problems, set goals and apply strategies				

Standard	Description	Examples	Unit	Methods	Subject
	Demonstrate the ability to apply a decision machined process to health issues and problems identify the consequences of each choice, make the best choice and reflect on the realties of the choice when making decisions related to planning a	Demonstrates the ability to work with others to identify choices,	Foods and Nutrition	FCS	
8.6.2	Predict how decisions regarding health behaviors have consequences for self and others consequences for self and others predicts how choices related to diet have consequences for self and others (diabetes, obesity)	Predicts how choices related to alcohol and other drugs use have other drugs Foods and Nutrition	Alcohol, tobacco and FCS	Life Skills	
8.6.3	Demonstrates the ability to set health goals that address personal strengths needs and health risks. maintaining personal health needs for physical activity Demonstrate the ability to set short and long term goals for maintaining personal health needs for wellness Demonstrate the ability to set short and long term goals for maintaining personal health needs on nutrition	Demonstrate the ability to set short and long term goals for Wellness Plan Foods and Nutrition	Active Life Style Personal Health Personal Health Plan	Personal Health Plan Health FCS	Phys Ed
8.6.4	Demonstrate the ability to design a plan that includes strategies to monitor and attain personal health goals vegetables a day Demonstrate the ability to set a goal to do something active 1 hour a day, 5 days a week	Demonstrate the ability to set a goal to eat 5 fruits and/or Active Life Styles	Foods and Nutrition Personal Health Plan	Personal Health Plan Phys. Ed	FCS

Standard	Description	Examples	Unit	Methods	Subject
	Demonstrate the ability to design a plan that includes strategies to monitor and attain personal health goals (can include alcohol, tobacco, drugs, sexual activity)	Demonstrate the ability to set a goal aimed at personal wellness	Wellness Plan	Personal Health	Health
8.7.	STANDARD 7: Students will demonstrate the ability to advocate for personal, family and community health Students will analyze ways to communicate accurate health information and ideas. Students will also develop skills to express information and opinions about health issues and work cooperatively to influence and support others in healthy behaviors.				
8.7.1	Analyze various communication methods to accurately express health information and ideas communicating an health related issue	Demonstrate the ability to choose the appropriate method of	Wellness	Health	
8.7.2	Demonstrate the ability to express information and opinions about health issues related article	Demonstrate the ability to create a poster that presents a health	Wellness	Health	
8.7.3	Demonstrate the ability to influence and support others in making positive health choices other drug use	Demonstrate the ability to talk to peers about alcohol, tobacco or other drugs	Alcohol, tobacco and	Life Skills	
8.7.4	Demonstrate the ability to work cooperatively when advocating for healthy individuals alcohol, tobacco or other drug	Demonstrate the ability to work together regarding peers about other drugs	Alcohol, tobacco and	Life Skills	