

OAHPERD Model Health Education Curriculum

Grades 6-8: Learning Outcomes

Content Area Key

ATOD	Alcohol, Tobacco, and other Drug Prevention	MEH	Mental and Emotional Health
HE	Healthy Eating	PHW	Personal Health and Wellness
HGD	Human Growth and Development	S	Safety
HR	Healthy Relationships	VP	Violence Prevention

Alcohol, Tobacco, and Other Drugs (ATOD)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
6 ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the addictive nature of substances. 2. Describe the dangers of experimentation with tobacco 3. Distinguish between proper use and abuse of over-the-counter and prescription medicines. 4. Describe situations that could lead to the use of tobacco, vaping, or e-cigarettes). 5. Describe how vaping/e-cigs are not a safe alternative to tobacco use. 6. Describe how experimenting with tobacco, vaping, or e-cigarettes can lead to continued or other drug use. 7. Summarize the benefits of being tobacco-free. 8. Summarize the negative short and long-term physical, mental, social, legal, and economic consequences of using tobacco, vaping, or e-cigarettes (including consequences of secondhand smoke).
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <ol style="list-style-type: none"> 1. Explain the influence of school rules and community laws on tobacco, vaping, or e-cigarettes use. 2. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use. 3. Explain how social expectations can influence tobacco, vaping, or e-cigarettes use. 4. Explain how personal values and beliefs can influence tobacco, vaping, or e-cigarettes use. 5. Analyze how relevant influences of family and culture can affect tobacco, vaping, or e-cigarettes use. 6. Analyze how relevant influences of peers can affect tobacco, vaping, or e-cigarettes use.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate the use of effective verbal and nonverbal communication to avoid misusing prescription medication.

	skills to enhance health and avoid or reduce health risks.	<ol style="list-style-type: none"> 2. Demonstrate the use of effective verbal and nonverbal communication skills to avoid experimenting with or using tobacco, vaping, or e-cigarettes. 3. Demonstrate effective peer resistance skills to avoid experimenting with or using tobacco, vaping, or e-cigarettes. 4. Demonstrate the use of effective verbal and nonverbal communication skills to avoid exposure to secondhand smoke.
	<p>5: Decision-Making Skill Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-Making Skill</p> <ol style="list-style-type: none"> 1. Identify circumstances that help or hinder making a decision to avoid using tobacco, vaping, or e-cigarettes. 2. Determine when situations require a decision related to tobacco, vaping, or e-cigarette use (e.g., when offered a cigarette by a peer). 3. Distinguish when decisions related to tobacco, vaping, or e-cigarette use should be made individually or with help of others. 4. Distinguish between healthy and unhealthy alternatives of a decision related to tobacco, vaping, or e-cigarette use. 5. Explain how family, culture, media, peers, and personal beliefs affect a decision related to tobacco, vaping, or e-cigarette use. 6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco, vaping, or e-cigarette use. 7. Choose a healthy alternative when making a decision related to tobacco, vaping, or e-cigarette use. 8. Analyze the effectiveness of a final outcome of a decision related to tobacco, vaping, or e-cigarette use.

Grade 7	Standard (NHES #/ description)	Content Area Indicator
<p style="font-size: 2em; font-weight: bold;">7</p> <p style="font-size: 1.5em; font-weight: bold;">ATOD</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Describe the dangers of experimentation with AOD 2. Distinguish between proper use and abuse of over-the-counter and prescription medicines, including opioids. 3. 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) 4. Describe the benefits of being alcohol and drug free. 5. Describe positive alternatives to using alcohol and other drugs. 6. Describe situations that could lead to the use of alcohol and other drugs. 7. Explain school policies and community laws about alcohol, and other drugs. 8. Explain the possible dangers of using multiple substances simultaneously.

	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Explain the influence of school rules and community laws on alcohol and other drug use. 2. Explain how perceptions of norms can influence alcohol and other drug use 3. Explain how social expectations can influence alcohol and other drug use 4. Explain how personal values and beliefs can influence alcohol and other drug use 5. Analyze how media can influence alcohol and other drug use 6. Describe how alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors.
	<p>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>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. 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). 2. 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. 3. Demonstrate effective peer resistance skills to avoid experimenting with or using alcohol or other drug use (including medications not prescribed for them).
	<p>8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>8: Advocacy Skills</p> <ol style="list-style-type: none"> 1. State a health-enhancing position about being tobacco, alcohol- and other drug-free, supported with accurate information, to improve the health of others. 2. Persuade others to be tobacco (vaping/e-cig), marijuana, alcohol, or drug-free. 3. Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. 4. Develop a plan of action to encourage peers to be ATOD free.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">8</p> <p style="text-align: center; font-weight: bold;">ATOD</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Content Area Indicator</p> <ol style="list-style-type: none"> 1. Summarize the dangers of experimenting with marijuana. 2. Summarize the negative short and long-term physical, mental, social, legal, and economic consequences of using of marijuana. 3. Determine reasons why people choose to use or not to use marijuana. 4. Describe situations that could lead to the use marijuana. 5. Explain why using marijuana is an unhealthy way to manage stress. 6. Explain school policies and community laws about marijuana. 7. Determine the benefits of being marijuana free. 8. Describe positive alternatives to using marijuana.
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Explain the influence of school rules and community laws on marijuana use. 2. Explain how perceptions of norms can influence marijuana use. 3. Explain how social expectations can influence marijuana use. 4. Explain how personal values and beliefs can influence marijuana use. 5. Describe how marijuana use can influence the likelihood of engaging in other unhealthy behaviors.
	<p>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>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the use of effective verbal and nonverbal communication to avoid experimenting with marijuana. 2. 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. 3. Demonstrate effective peer resistance skills to avoid experimenting with or using marijuana. 4. Demonstrate how to communicate empathy and support for a friend or family member trying to quit using ATOD. 5. Demonstrate how to seek help for a friend or family member to help them quit using ATOD.

	<p>5: Decision-Making Skill Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-Making Skill</p> <ol style="list-style-type: none"> 1. Identify circumstances that help or hinder making a decision to be marijuana free. 2. Determine when situations require a decision related to marijuana use (e.g., when offered an unknown pill by a peer). 3. Distinguish when decisions related to marijuana use should be made individually or with help of others. 4. Distinguish between healthy and unhealthy alternatives of a decision related to marijuana use. 5. Explain how family, culture, media, peers, and personal beliefs affect a decision related to marijuana use. 6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to marijuana use. 7. Choose a healthy alternative when making a decision related to marijuana use. 8. Analyze the effectiveness of a final outcome of a decision related to marijuana use.
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Healthy Eating (HE)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
6 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Classify the amount of food from each food group that a person needs each day. 2. Identify serving sizes for common food items 3. Summarize a variety of nutritious food choices for each food group. 4. Describe the <i>U.S. Dietary Guidelines for Americans</i>. 5. Explain why the recommended amount of food a person needs each day may be different for each food group. 6. Summarize the benefits of eating plenty of fruits and vegetables.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	<ol style="list-style-type: none"> 1. Access valid and reliable nutrition information (e.g., food label, menus, MyPlate).

Grade 7	Standard (NHES #/ description)	Content Area Indicator
7 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe the source and function of the six essential nutrients. 2. Explain the similarities and differences among protein fats and carbohydrates regarding nutritional value and food sources. 3. Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. 4. Identify foods that are high in fiber. 5. Summarize the benefits of drinking plenty of water. 6. Differentiate between nutritious and non-nutritious beverages. 7. Summarize the benefits of limiting the consumption of solid fat added sugar and sodium. 8. Describe the importance of eating breakfast every day. 9. Explain how to select healthy foods when dining out. 10. Analyze the benefits of healthy eating. 11. Describe the benefits of eating in moderation.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	<ol style="list-style-type: none"> 1. Explain the influence of family on food choices. 2. Explain how perceptions of norms can influence food choices. 3. Explain how social expectations can influence food choices. 4. Explain the techniques that fad diets use to try to influence food choices.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Analyze the validity and reliability of nutrition information.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">8</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">HE</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Examine how nutritional choices can contribute to health problems including energy and performance levels 2. Examine the relationship between calorie intake and level of activity to body weight and maintaining a healthy body weight. 3. Describe the role of exercise and proper nutrition play in prevention of disease and proper growth through adolescence. 4. Identify healthy and risky approaches to weight management.
	<p>6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>6: Goal Setting Skills</p> <ol style="list-style-type: none"> 1. Assess personal eating practices. 2. Set a realistic personal goal to improve healthy eating behaviors. 3. Assess the barriers to achieving a personal goal to improve healthy eating behaviors. 4. Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. 5. Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.

Mental and Emotional Health (MEH)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">6</p> <p style="text-align: center; font-weight: bold;">MEH</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Describe what it means to be a responsible person. 2. Describe characteristics of a responsible family member. 3. Describe characteristics of a mentally and emotionally healthy person. 4. Explain positive and negative ways of dealing with stress. 5. Explain the interrelationship of physical mental emotional social and spiritual health. 6. Discuss how emotions change during adolescence. 7. Explain appropriate ways to express needs wants emotions and feelings. 8. Describe role models that demonstrate positive mental and emotional health. 9. Summarize the benefits of talking with parents and other trusted adults about feelings. 10. Describe examples of situations that require self-control. 11. Analyze the risks of impulsive behaviors. 12. Explain how the expression of emotions or feelings can help or hurt oneself and others. 13. Examine the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors. 2. Explain how social expectations influence healthy and unhealthy mental and emotional health practices and behaviors. 3. Explain how personal values and beliefs influence personal mental and emotional health practices and behaviors. 4. Analyze how relevant influences of family and culture affect mental and emotional health practices and behaviors. 5. Analyze how relevant influences of school and community affect mental and emotional health practices and behaviors. 6. Analyze how relevant influences of peers affect mental and emotional health practices and behaviors.
	<p>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>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health. 2. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health. 3. Demonstrate how to effectively communicate empathy and support for others.

Grade 7	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">7</p> <p style="text-align: center; font-weight: bold;">MEH</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Describe how mental and emotional health can affect health-related behaviors. 2. Explain the causes symptoms and effects of depression. 3. Explain the causes symptoms and effects of anxiety. 4. Describe the signs symptoms and consequences of common eating disorders. 5. Summarize feelings and emotions associated with loss and grief. 6. Explain the importance of a positive body image and self-perception. 7. Explain why people with eating disorders need professional help.
	<p>3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Resources</p> <ol style="list-style-type: none"> 1. Analyze the validity and reliability of mental and emotional health information. 2. Analyze the validity and reliability of mental and emotional health services. 3. Describe situations that call for professional mental and emotional health services. 4. Access valid and reliable mental and emotional health information from home, school or community. 5. Locate valid and reliable mental and emotional health services.
	<p>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>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health. 2. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health. 3. Demonstrate how to effectively communicate empathy and support for others.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">8</p> <p style="text-align: center; font-weight: bold;">MEH</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Describe a variety of appropriate ways to respond to stress when angry or upset. 2. Explain causes and effects of stress. 3. Describe personal stressors at home in school and with friends. 4. Explain positive and negative ways of dealing with stress.
	<p>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>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health. 2. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
	<p>7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>7: Practicing Behaviors</p> <ol style="list-style-type: none"> 1. Demonstrate how to prevent and manage stress in healthy ways.

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Personal Health and Wellness (PHW)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
6 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. 2. Summarize the benefits of getting proper rest and sleep for healthy growth and development. 3. Identify common causes of noise induced hearing loss. 4. Describe appropriate ways to protect vision and hearing. 5. Summarize actions to take to protect oneself against potential damage from exposure to the sun.
	6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting Skills <ol style="list-style-type: none"> 1. Assess personal health and wellness-related practices. 2. Set a realistic goal to improve a positive personal health and wellness-related practice. 3. Assess the barriers to achieving a personal health and wellness-related goal. 4. Apply strategies to overcome barriers to achieving a personal health and wellness-related goal. 5. Use strategies and skills to achieve a personal health and wellness-related goal.

Grade 7	Standard (NHES #/ description)	Content Area Indicator
7 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the difference between infectious, noninfectious, acute, and chronic diseases. 2. Summarize ways that common infectious diseases are transmitted. 3. Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. 4. Describe food safety strategies that can control germs that cause foodborne illnesses. 5. Describe how an inactive lifestyle contributes to chronic disease. 6. Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases. 7. Describe the potential health and social consequences of popular fads or trends such as body piercing and tattooing.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Analyze the validity and reliability of online information about infectious and chronic diseases. 2. Describe situations in which a trained professional should be contacted regarding infectious or chronic conditions.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">8</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">PHW</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain how the most common STIs are transmitted. 2. Explain how HIV is transmitted. 3. Describe usual signs and symptoms of common STIs. 4. Describe usual signs and symptoms of HIV. 5. Explain that some STIs and HIV are asymptomatic. 6. Explain the short- and long-term consequences of common STIs. 7. Explain the short- and long-term consequences of HIV. 8. Summarize which STIs can be cured and which can be treated. 9. Explain that being sexually abstinent is the only 100% way to prevent STIs and HIV. 10. Summarize ways to decrease the spread of STIs and HIV. 11. Describe ways sexually active people can reduce the risk of HIV and other STIs including HPV.
	<p>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>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the use of effective verbal and nonverbal communication skills to avoid risky sexual situations. 2. Demonstrate how to effectively ask for assistance from a healthcare professional regarding questions or concerns about STIs.
	<p>5: Decision-Making Skill Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-Making Skill</p> <ol style="list-style-type: none"> 1. Identify circumstances that help or hinder making a healthy decision related to avoiding the consequences of STIs. 2. Distinguish when decisions about sexual health should be made individually or with the help of others. 3. Explain how family, culture, media, peers, and personal beliefs affect decisions to prevent STIs. 4. Distinguish between healthy and unhealthy alternatives of a decision to prevent STIs. 5. Predict the potential outcomes of healthy and unhealthy alternatives to a decision to prevent STIs. 6. Choose a healthy alternative when making a decision to prevent STIs. 7. Analyze the effectiveness of a final outcome of a decision to prevent STIs.

Safety (S)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
6 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> Describe ways to reduce risk of injuries as a pedestrian. Describe actions to change unsafe situations at home. Describe actions to change unsafe situations at school. Describe ways to reduce risk of injuries from firearms. Describe why household products are harmful if ingested or inhaled.
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behaviors <ol style="list-style-type: none"> Explain the importance of being responsible for promoting safety and avoiding or reducing injury. Analyze practices and behaviors that reduce or prevent injuries. Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.

Grade 7	Standard (NHES #/ description)	Content Area Indicator
7 S	Not addressed in Grade 7	

Grade 6	Standard (NHES #/ description)	Content Area Indicator
8 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> Describe ways to reduce risk of injury when playing sports. Explain climate-related physical conditions that affect personal safety such as heat exhaustion sunburn heat stroke and hypothermia. Identify protective equipment needed for sports and recreational activities. Explain the importance of helmets and other safety gear for biking riding a scooter skateboarding and inline skating. Describe ways to reduce risk of injuries while riding in or on a motor vehicle.
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills <ol style="list-style-type: none"> State a health enhancing position, supported with accurate information, to improve the safety of others. Persuade others to make positive safety and injury prevention choices.

Healthy Relationships (HR)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
6 HR	Healthy Relationships not addressed in Grade 6.	

Grade 7	Standard (NHES #/ description)	Content Area Indicator
7 HR	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> Describe characteristics of healthy relationships. Explain the qualities of a healthy dating relationship. Differentiate healthy and unhealthy relationships. Describe healthy ways to express affection, love, friendship, and concern. Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts. Describe ways to manage interpersonal conflict nonviolently.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships. Demonstrate effective negotiation skills to promote healthy relationships. Demonstrate how to effectively ask for assistance to improve and/or maintain healthy relationships.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
8 HR	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> Explain the negative characteristics of power and control in a relationship Describe how power differences and controlling behaviors can contribute to unhealthy relationships (e.g., aggression and violence) Define affirmative consent. Explain why it is an individual's responsibility to make sure that any sexual contact is consensual. Explain why individuals have the right to refuse sexual contact. Determine the benefits of being sexually abstinent. Describe why sexual abstinence is the safest and most effective risk avoidance method of protection from HIV other STIs and pregnancy.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media,	2: Analyzing Influences <ol style="list-style-type: none"> Explain how social expectations influence healthy and unhealthy relationships. Explain how personal values and beliefs affect relationships.

	<p>technology and other factors on health behaviors.</p>	<ol style="list-style-type: none"> 3. Analyze how relevant influences of family and culture affect relationships. 4. Analyze how relevant influences of media and technology affect relationships. 5. Analyze how relevant influences of peers affect relationships.
	<p>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>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships. 2. Demonstrate how to effectively ask for assistance from a trusted adult regarding relationship questions or concerns.

Violence Prevention (VP)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
<h1>6</h1> <h2>VP</h2>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>1: Functional Knowledge</p> <ol style="list-style-type: none"> 1. Explain why it is wrong to tease or bully others based on their body type or other personal characteristics. 2. Explain the role of bystanders in escalating preventing or stopping bullying fighting and violence. 3. Describe pro-social behaviors that help prevent violence. 4. Explain how online bullying (cyberbullying) can be detrimental to one’s health and the health of others. 5. Describe how future goals could be affected by an act of violence.
	<p>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>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate how to effectively ask for assistance to prevent violence. 2. Demonstrate how to communicate empathy and support for others to prevent violence.
	<p>5: Decision-Making Skill Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-Making Skill</p> <ol style="list-style-type: none"> 1. Identify circumstances that help or hinder making a decision to prevent or avoid violence. 2. Determine when potentially violent situations require a decision. 3. Distinguish when decisions about potentially violent situations should be made individually or with others. 4. Explain how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence. 5. Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence. 6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence. 7. Choose a healthy alternative when making a decision that could lead to violence. 8. Analyze the effectiveness of a final outcome of a decision that could lead to violence.

Grade 7	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">7</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">VP</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Content Area Indicator</p> <ol style="list-style-type: none"> 1. Describe strategies to avoid physical fighting and violence. 2. Analyze how impulsive behaviors can lead to violence. 3. Describe situations that could lead to physical fighting and violence. 4. Describe how the presence of weapons increases the risk of serious violent injuries. 5. Summarize how participation in gangs can lead to violence. 6. Analyze how impulsive behaviors can lead to violence.
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Explain the influence of school rules and community laws on violence prevention practices and behaviors. 2. Explain how social expectations influence healthy and unhealthy violence and violence prevention practices and behaviors. 3. Explain how personal values and beliefs influence personal violence prevention practices and behaviors. 4. Analyze how relevant influences of family and culture affect personal violence practices and behaviors. 5. Analyze how relevant influences of school and community affect personal violence practices and behaviors. 6. Analyze how relevant influences of media and technology affect personal violence practices and behaviors. 7. Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.
	<p>8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>8: Advocacy Skills</p> <ol style="list-style-type: none"> 1. State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others. 2. Persuade others to prevent violence. 3. Collaborate with others to advocate for individuals, families, and schools to prevent violence.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">8</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">VP</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Describe how prejudice, discrimination, intolerance, and bias can lead to violence. 2. Explain how intolerance can affect others. 3. Explain the benefits of living in a diverse society. 4. Describe ways to manage interpersonal conflict nonviolently. 5. Determine the benefits of using non-violence to solve interpersonal conflict. 6. Explain why it is important to understand the perspectives of other in resolving conflict situations nonviolently. 7. Analyze the risks of using violence as an impulsive behavior or response to stress or conflict. 8. Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. 9. Describe the signs and symptoms of people who are in danger of hurting themselves or others.
	<p>3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Resources</p> <ol style="list-style-type: none"> 1. Analyze the validity and reliability of violence prevention information. 2. Analyze the validity and reliability of violence prevention or intervention services. 3. Describe situations that call for professional violence prevention or intervention services. 4. Access valid and reliable violence prevention information from home, school or community. 5. Locate valid and reliable violence prevention or intervention services
	<p>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>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence. 2. Demonstrate effective negotiation skills to avoid or reduce violence. 3. Demonstrate healthy ways to manage or resolve conflict to prevent violence. 4. Demonstrate how to effectively ask for assistance to prevent violence.