

# Health Education & Physical Education

Grades 6-8

## Health Education

### Health Literacy

#### Standard 1:

The student comprehends concepts related to health promotion and disease prevention. (HE.A.1.3)

1. knows how body systems work together and influence each other.
2. understands the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.
3. knows how physical, mental, emotional, and social health interrelate during adolescence.
4. understands how peer pressure can influence healthful choices.
5. understands the relationship between environment and personal health.
6. knows ways in which to reduce risks related to health problems of adolescents.
7. knows the benefits of positive health practices and appropriate health-care measures necessary to prevent accidents, illnesses, and death.
8. knows how lifestyle, pathogens (germs), family history, and other risk factors are related to the cause or prevention of disease and other health problems.
9. knows various methods of health promotion and disease prevention.
10. knows eating disorders that adversely affect health.

#### Standard 2:

The student knows how to access valid health information and health-promoting products and services. (HE.A.2.3)

1. knows how to analyze the validity of health information, products, and services.

2. knows how to use resources from the home, school, and community that provide valid health information.
3. knows how to locate health products and services.
4. knows how to access a variety of technologies for health information.
5. knows how to compare the costs of health products in order to assess value.
6. identifies situations requiring professional health services.

## Responsible Health Behavior

#### Standard 1:

The student knows health-enhancing behaviors and how to reduce health risks. (HE.B.1.3)

1. knows the importance of assuming responsibility for personal health behaviors.
2. understands the short-term and long-term consequences of safe, risky, and harmful behaviors.
3. knows strategies for managing stress.
4. knows strategies for improving and maintaining personal and family health.
5. knows techniques for avoiding threatening situations.
6. knows injury-prevention and injury-management strategies for personal and family health.

#### Standard 2:

The student analyzes the influence of culture, media, technology, and other factors on health. (HE.B.2.3)

1. knows how messages from media and other sources influence health behavior.
2. knows how information from peers influences health.
3. identifies aspects in one's own culture and in the cultures of others that may have an impact on health and the use of health services.
4. understands emotional and social health risks caused by prejudice in the community.

#### Standard 3:

The student knows how to use effective interpersonal communication skills that enhance health. (HE.B.3.3)

1. knows effective verbal and nonverbal communication skills (e.g., body language and eye statements).
2. knows various ways to communicate care, consideration, and acceptance of self and others (e.g., respect, trust, kindness, and sexual abstinence as an expression of love).

3. knows skills for building and maintaining positive interpersonal relationships (e.g., compromising).
  4. understands how the behavior of family members and peers affects interpersonal communication.
  5. demonstrates attentive communication skills (e.g., eye contact and hand and body gestures).
  6. knows communication strategies for avoiding potentially harmful situations (e.g., refusal skills and resistance to peer pressure).
  7. understands the possible causes of conflict among youth in schools and communities and knows positive communication strategies for preventing conflict.
  8. knows communication strategies for managing grief caused by disappointment, separation, or loss (e.g., counseling, talking, and listening).
4. knows how to influence others to make positive choices.
  5. knows ways to work cooperatively with others to advocate for healthy individuals, schools, and families.
  6. knows how to access community agencies that advocate healthy individuals, families, and communities.

## Advocate and Promote Healthy Living

### Standard 1:

The student knows how to use goal-setting and decision-making skills that enhance health. (HE.C.1.3)

1. knows how to apply a decision-making process to health issues and problems individually and collaboratively (e.g., nutritional food choices at home, restaurants, and school).
2. understands the role that individual, family, community, and cultural attitudes play when people make health-related decisions (e.g., when making food choices).
3. understands the various consequences of health-related decisions.
4. knows strategies and skills needed to attain a personal health goal.
5. knows how priorities, changing abilities, and responsibilities influence setting health goals (e.g., conducting a needs assessment).
6. knows the outcomes of good personal health habits.
7. knows how expanding abilities, independence, and responsibilities associated with maturation influence personal behavior.

### Standard 2:

The student knows how to advocate for personal, family, and community health. (HE.C.2.3)

1. knows methods for conveying accurate health information and ideas to both individuals and groups using a variety of methods (e.g., through dialogue, oral reports, and posters).
2. knows ways to effectively express feelings and opinions on health issues.
3. recognizes that there are barriers to the effective communication of feelings and opinions on health