

# Grades 6, 7, 8

Adopted 2007

**Health Concepts:  
Students comprehend  
concepts related to  
health promotion and  
disease prevention to  
enhance health.**

## **A1 Healthy Behaviors and Personal Health**

Students examine the relationship between behaviors and personal health.

- a. Explain the importance of assuming responsibility for personal health.
- b. Examine the relationship between healthy and unhealthy behaviors and personal health.
- c. Identify the possible barriers to practicing healthy behaviors.

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## **A2 Dimensions of Health**

Students explain the interrelationship of physical, mental/intellectual, emotional, and social health.

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## **A3 Diseases/Other Health Problems**

Students identify causes of common adolescent diseases and other health problems and describe ways to reduce, prevent, or treat them.

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## **A4 Environment and Personal Health**

Students determine how environment and other factors impact personal health.

- a. Analyze how environment impacts personal health.
- b. Describe how family history can impact personal health.
- c. Explain how appropriate health care can promote personal health.

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## **A5 Growth and Development**

Students describe specific characteristics of adolescent human growth and development.

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## **A6 Basic Health Concepts**

Students explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

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**Health Information,  
Products and Services:  
Students demonstrate  
the ability to access  
valid health**

## **B1 Validity of Resources**

Students analyze the validity of health information, products, and services.

**information, services, and products to enhance health.**

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## **B2 Locating Health Resources**

Students locate valid and reliable health information, products, and services.

- a. Explain situations requiring the use of valid and reliable health information, products, and services.
  - b. Locate valid and reliable health information.
  - c. Locate valid and reliable health products, and services.
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**Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

## **C1 Healthy Practices and Behaviors**

Students demonstrate a healthy practice and/or behavior to maintain or improve their own health in each of the following areas: personal hygiene, healthy eating; physical activity; and tobacco, alcohol, and other drug use prevention.

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## **C2 Avoiding/Reducing Health Risks**

Students demonstrate behaviors to avoid or reduce health risks to self and others.

- a. Demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.
  - b. Develop injury prevention and response strategies including first aid for personal and family health.
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## **C3 Self-Management**

Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management.

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**Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

## **D1 Influences on Health Practices/Behaviors**

Students explain and analyze influences on adolescent health behaviors.

- a. Examine how the family, school, and community influence the health behaviors of adolescents.
  - b. Describe how peers influence healthy and unhealthy behaviors.
  - c. Analyze how messages from media influence health behaviors.
  - d. Explain how the perceptions of norms influence healthy and unhealthy behaviors.
  - e. Explain how culture and personal values and beliefs influence individual health behaviors.
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## **D2 Technology and Health**

Students analyze the influence of technology, including medical technology, on personal and family health.

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### **D3 Compound Effect of Risk Behavior**

Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

- a. Describe how gateway drugs can lead to the use of other drugs.
  - b. Describe the influence of alcohol and other drug use on judgment and self-control.
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**Communication and Advocacy Skills:**  
Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

### **E1 Interpersonal Communication Skills**

Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.

- a. Demonstrate communication skills to build and maintain healthy relationships.
  - b. Demonstrate effective communication skills including asking for assistance to enhance the health of self and others.
  - c. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
  - d. Demonstrate effective conflict management or conflict resolution strategies.
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### **E2 Advocacy Skills**

Students describe ways to influence and support others in making positive health choices.

- a. Develop a health-enhancing position on a topic and support it with information.
  - b. Develop health-enhancing messages using communication techniques that target a specific audience.
  - c. Demonstrate an ability to work cooperatively as an advocate for healthy individuals, families, and schools.
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**Decision-Making and Goal-Setting Skills:**  
Students demonstrate the ability to make decisions and set goals to enhance health.

### **F1 Decision-Making**

Students apply decision-making skills to enhance health.

- a. Determine when health-related situations require the application of a thoughtful decision-making process.
- b. Determine when individual or collaborative decision-making is appropriate.
- c. Distinguish between healthy and unhealthy alternatives to health-related issues or problems and predict the potential short-term impact of alternative decisions for themselves and others.
- d. Choose healthy alternatives over unhealthy alternatives when making a decision.
- e. Analyze the outcomes of a health-related decision.

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## **F2 Goal-Setting**

Students develop and apply strategies to attain a short-term personal health goal.

- a. Assess personal health practices.
  - b. Develop a short-term goal to adopt, maintain, or improve a personal health practice.
  - c. Develop and apply strategies and monitor progress toward a personal health goal.
  - d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
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**Movement/Motor Skills and Knowledge: Students demonstrate the fundamental and specialized movement skills and apply principles of movement for improved performance.**

## **G1 Stability and Force**

Students change their motion and the motion of objects by applying the principles of stability and force during skill practice.

- a. Demonstrate the principle of opposition.
  - b. Demonstrate how the point of contact changes the path of an object.
  - c. Demonstrate how the point of release changes the path of an object.
  - d. Demonstrate lifts and actions that decrease risk for injury.
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## **G2 Movement Skills**

Students demonstrate motor skills and manipulative skills during drills or modified games/physical activities.

- a. Demonstrate correct technique for motor skills and manipulative skills during drills or modified games/physical activities.
  - b. Combine manipulative skills with motor skills during drills or modified games/physical activities.
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## **G3 Skill-Related Fitness Components**

Students describe the following skill-related fitness components: balance, coordination, agility, speed, and power.

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## **G4 Skill Improvement**

Students explain how specific, positive, and correct feedback affect skill improvement.

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**Physical Fitness Activities and Knowledge: Students demonstrate and apply fitness concepts.**

## **H1 Fitness Assessment**

Students participate in a health-related fitness assessment that addresses a variety of health-related fitness components to establish personal fitness goals.

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## **H2 Health-Related Fitness Plan**

Students design a fitness program from established goals which addresses the five health-related fitness components and applies the frequency, intensity, time, and type (FITT) guidelines.

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## **H3 Fitness Activity**

Students participate in physical activities that address personal fitness goals for the health-related fitness components including flexibility, cardiovascular endurance, muscular endurance, muscular strength, and body composition.

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## **H4 Physical Activity Benefits**

Students describe physiological responses and physical, mental/intellectual, emotional, and social benefits related to regular participation in physical activity.

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**Personal and Social Skills and Knowledge: Students demonstrate and explain responsible personal behavior and responsible social behavior in physical activity settings.**

## **I1 Cooperative Skills**

Students demonstrate cooperative and inclusive skills while participating in physical activities.

- a. Work together as a team.
  - b. Respond appropriately to peer pressure.
  - c. Manage conflict.
  - d. Engage peers respectfully in activities.
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## **I2 Responsible Behavior**

Students demonstrate responsible personal behaviors while participating in physical activities.

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## **I3 Safety Rules and Rules of Play**

Students describe game/physical activity rules and safety rules and their purposes.

- a. Explain the purposes for modifying playing rules in specified situations.
- b. Explain the safety rules and possible risks associated with specific games/physical activities.