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## **Grades 6-8**

For all eight standards, the performance indicators are the specific concepts and skills that students *should know* and *be able to do* by the end of grade 8.

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### **Health Education Standard 1**

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

As a result of health instruction in grades 6 through 8, students will:

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, mental, physical and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

### **Health Education Standard 2**

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

As a result of health instruction in grades 6 through 8, students will:

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can influence personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices

and behaviors.

- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

### **Health Education Standard 3**

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

As a result of health instruction in grades 6 through 8, students will:

- 3.8.1 Locate valid and reliable health information, products and services.
- 3.8.2 Analyze the validity of health information, products, and services.
- 3.8.3 Access valid health information from home, school, and community.
- 3.8.4 Determine the accessibility of products that enhance health.
- 3.8.5 Describe situations that may require professional health services.

### **Health Education Standard 4**

*Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

As a result of health instruction in grades 6 through 8, students will:

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

### **Health Education Standard 5**

*Students will demonstrate the ability to use decision-making skills to enhance health.*

As a result of health instruction in grades 6 through 8, students will:

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## **Health Education Standard 6**

*Students will demonstrate the ability to use goal-setting skills to enhance health.*

As a result of health instruction in grades 6 through 8, students will:

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, resources and responsibilities.

## **Health Education Standard 7**

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

As a result of health instruction in grades 6 through 8, students will:

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

## **Health Education Standard 8**

*Students will demonstrate the ability to advocate for personal, family and community health.*

As a result of health instruction in grades 6 through 8, students will:

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.