

GRADES 6-8 OVERVIEW

Middle school students exhibit a wide range of intellectual abilities, learning styles, talents, interests, and levels of maturity. Their cognitive, social, and emotional lives are affected by the onset of puberty, when physical growth can be rapid and uneven. Students struggle to establish their individual identities, yet yearn for acceptance from peers. Emotions during this grade span may be volatile and unpredictable. Anxiety over appearance, friendships, and social acceptance affects both girls and boys. Families continue to influence middle school students' values and beliefs, even though students are taking steps to distance themselves from their families and become more independent. Middle schoolers benefit from engaging in hands-on approaches to learning, tackling higher-level thinking tasks, and the incorporation of technology into daily class activities. A “whole child” approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, produces long-term student success.

Health education standards in Grades 6-8 provide developmentally appropriate instruction that positively affects health-related knowledge, attitudes, skills, and behaviors. Students experience opportunities to work cooperatively to enhance their own health as well as the health of peers, family, and the community. Students learn to use the decision-making, goal-setting, advocacy, and communication skills important for enhancing relationships, reducing conflicts, expressing needs, and evaluating behavioral consequences. Standards focus on understanding health issues and personal responsibilities related to adolescent growth and development, promoting health-enhancing behaviors, and obtaining accurate information from a variety of sources. Health-literate students have opportunities to influence home, school, and community health.

Each content standard completes the sentence stem “*Students can...*”

Grades 6-8 Standards

<i>Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</i>			
	Grade 6	Grade 7	Grade 8
Health Promotion	<p>6.1.1 Describe the interrelationship between social and emotional health in adolescence.</p> <p>a. Identify how positive relationships can enhance each dimension of health.</p> <p>b. Explain how stress can affect personal health.</p> <p style="text-align: center;">C</p>	<p>7.1.1 Summarize the interrelationship of emotional, social, and physical health.</p> <p>a. Determine how peers may affect the six dimensions of health.</p> <p>b. Illustrate how changing family dynamics can affect health. Examples: divorce, relocating, Death</p> <p style="text-align: center;">C, PE</p>	<p>8.1.1 Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p>a. Determine how social influences can affect physical health.</p> <p>b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</p> <p style="text-align: center;">C, PE</p>
	<p>6.1.2 List ways to reduce or prevent injuries and illness. Examples: stretching techniques, regular exercise, equipment safety, flu shot, obtaining immunizations against HPV and other conditions</p> <p style="text-align: center;">PE</p>	<p>7.1.2 Predict the risk of injury or illness if engaging in unhealthy behaviors. Examples: riding in the bed of a pick-up truck, biking without a helmet, riding without a seat belt</p> <p>a. Give examples of dangers associated with the use of alcohol, tobacco or other drugs.</p> <p style="text-align: center;">CT-Science</p>	<p>8.1.2 Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living.</p> <p>a. Describe ways to reduce or prevent injuries and illness in adolescents as it pertains to family history, personal behaviors, and health care.</p> <p style="text-align: center;">C, PE</p>
	<p>6.1.3 Describe benefits of practicing healthy behaviors. Examples: using household products only for intended purposes, dietary choices, physical activity, drinking plenty of water</p> <p style="text-align: center;">C, CT, PE</p>	<p>7.1.3 Determine barriers to practicing healthy behaviors. Examples: lack of finances, access to health services, social support</p> <p>a. Examine how nutritional choices and psychological issues may lead to eating disorders.</p> <p style="text-align: center;">PE</p>	<p>8.1.3 Create a plan for eliminating personal unhealthy behaviors. Examples: inappropriate use of needles, tobacco use, physical inactivity, sexual contact, alcohol consumption, inadequate sleep</p> <p style="text-align: center;">PE</p>

Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
(continued)

Health Promotion	<p>6.1.4 Examine how personal health and wellness are affected positively or negatively by an individual's surroundings. C</p>	<p>7.1.4 Predict the consequences of engaging in unhealthy behaviors. a. Discuss ways to prevent obesity. b. Determine health risks associated with body piercings or tattoos. C, PE</p>	<p>8.1.4 Analyze the relationship between engaging in regular physical activity and healthy eating as ways to improve personal health. C, PE</p>
	<p>6.1.5 Identify how positive family practices and beliefs promote personal health. Examples: regular dental and vision check-ups, regular doctor visits C - Nurse</p>	<p>7.1.5 Research family medical history and how it impacts personal health now and in the future. a. Discuss hereditary diseases that impact personal health and wellness. CT-Science</p>	<p>8.1.5 Analyze family history to determine the effects of health conditions that may be chronic or acute diseases. Examples: diabetes, high-cholesterol, high blood pressure, cancer, mental health issues C, PE</p>

Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

	Grade 6	Grade 7	Grade 8
Analyzing Influences	<p>6.2.1 Examine how family and peers influence the health of adolescents. Examples: inactivity, fast food consumption</p> <ul style="list-style-type: none"> a. List personal family guidelines and rules that enhance health. b. List peer situations that enhance health. <p>C</p>	<p>7.2.1 Describe how family values and behaviors influence the health of adolescents. Examples: eating family meals daily, participating in physical activity, practicing open communication</p> <p>C, PE</p>	<p>8.2.1 Describe the influence of culture on health beliefs, practices, and behaviors. Examples: religious beliefs, gang activity, family customs</p> <p>AO</p>
	<p>6.2.2 Identify health services offered in the school.</p> <p>C, CT, N</p>	<p>7.2.2 Explain how communities can affect personal health practices and behaviors. Examples: public policies regarding water pollution, air quality, tobacco use</p> <p>PE</p>	<p>8.2.2 Examine ways the school and community encourage students to use appropriate life skills to improve health. Examples: participating in conflict resolution practices, Red Ribbon Week, Walk to School Day</p> <p>C, PE</p>
	<p>6.2.3 Investigate how messages from media influence health behaviors. Examples: social media, fast food advertisements, editing photos to enhance physical appearance</p> <p>C</p>	<p>7.2.3 Describe how the media can send mixed messages about health. Examples: advertisements concerning tobacco, alcohol, and nutrition</p> <p>CT-Science</p>	<p>8.2.3 Analyze the influences of technology on personal and family health. Examples: screen time, video game addictions, activity trackers, diabetes monitor, heart monitor, fitness assessment tools</p> <p>C, PE</p>
	<p>6.2.4 Explain the influence of values and beliefs on individual health practices and behaviors. Examples: family values, religious beliefs</p> <p>C</p>	<p>7.2.4 Explain how school and public health policies can influence health promotion and disease prevention. Examples: vending machine selections, vaccination requirements, wellness check-ups</p> <p>PE</p>	<p>8.2.4 Explain how societal perceptions influence healthy and unhealthy behaviors. Examples: acceptance of teenage smoking and teenage pregnancy by peers, certain communities, and cultures</p> <p>PE</p>

	<p>6.2.5 Identify how bad health choices result in poor personal health. Example: excessive caloric intake resulting in excess poundage C, PE</p>	<p>7.2.5 Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use increasing the risk of using other drugs and peer pressure to consume alcohol. CT</p>	<p>8.2.5 Give examples of how substance abuse can increase the likelihood of other health risk behaviors. Examples: alcohol consumption lowering inhibitions, e-cigarettes or vaping leading to smoking CT-Speaker</p>
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Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.			
	Grade 6	Grade 7	Grade 8
Access to Information/ Products/Services	<p>6.3.1 Analyze the validity of a variety of Internet sources for health information. Examples: valid sites -.edu (education), .org (non-profit), or .gov (government); unreliable health information sites - .com (commercial)</p> <p>a. Identify local resources for reliable health information. Examples: public health agencies, school nurse, health education teacher</p> <p>CT</p>	<p>7.3.1 Distinguish between facts and myths of health information.</p> <p>a. Examine beliefs concerning the transmission of HIV/AIDS; distinguish between fact and fallacy.</p> <p>PE</p>	<p>8.3.1 Analyze the validity of health claims made concerning health products and services. Examples: use of herbal medicines, nutritional supplements, weight loss supplements, steroids use</p> <p>PE</p>
	<p>6.3.2 Determine the accessibility of reliable resources, personnel, and services that enhance health. Examples: school counselor, school nurse, dentist, 911</p> <p>C, CT, N</p>	<p>7.3.2 Demonstrate the ability to locate valid school and community health resources. Examples: health clinic, school wellness committee, school nurse, local health department</p> <p>C, PE</p>	<p>8.3.2 Identify situations that may require professional health services, including self-harm, suicidal thoughts, substance abuse, sexual abuse, and harm toward others.</p> <p>C</p>

Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

	Grade 6	Grade 7	Grade 8
Interpersonal Communication	<p>6.4.1 Apply effective verbal and nonverbal communication skills to enhance health. Examples: praise, high-five, fist bump, thumbs up</p> <p>a. Demonstrate appropriate nonverbal communication skills someone could use when upset. Examples: walking away, remaining calm and quiet</p> <p>C, PE</p>	<p>7.4.1 Discuss effective conflict management or resolution strategies. Example: five steps to resolve conflict: calm down, state and understand the problem, apologize, promote solution finding, follow-up</p> <p>C, PE</p>	<p>8.4.1 Analyze how strategies using verbal and nonverbal communication effectively can enhance health. Examples: verbal – using positive interpersonal communication to avoid conflict non-verbal – shaking hands, displaying positive facial expressions, making eye contact</p> <p>C, PE</p>
	<p>6.4.2 List refusal and negotiation skills to avoid or reduce health risks. Examples: saying no, suggesting alternative choices</p> <p>C</p>	<p>7.4.2 Model refusal skills that avoid or reduce health risks. Examples: role playing how to effectively handle bullying, harassment, and peer pressure situations</p> <p>C, PE</p>	<p>8.4.2 Demonstrate negotiation skills which help resolve conflict in bullying situations.</p> <p>C, PE</p>
	<p>6.4.3 Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts. Examples: compromising, apologizing, addressing the issue</p> <p>C, CT</p>	<p>7.4.3 Demonstrate skills that avoid conflict. Examples: asking someone respectfully not to smoke, practice active listening, reacting sensibly, communicating clearly, practicing patience</p> <p>C, PE</p>	<p>8.4.3 Demonstrate effective communication when confronted with mental or emotional problems in others. Examples: respect vs. disrespect, empathy vs. complacency, calmness vs. excitability, confronting vs. non-confrontational</p> <p>C</p>

Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Grade 6	Grade 7	Grade 8
Decision-Making	<p>6.5.1 Describe situations that can help or hinder making a healthy decision. Examples: socio-economic status, access to medical services, availability of healthful foods, sedentary lifestyle C</p>	<p>7.5.1 Distinguish when a self-decision should be made or if help should be sought from a responsible adult. Examples: friends begin drinking, unsafe situation arises at school, suicidal friend, suspected abuse, seat belt use, suicidal thoughts</p> <p>a. Determine when it is necessary to ask for assistance when making a health choice. Examples: friend begins to self-harm, negative peer pressure C, PE</p>	<p>8.5.1 Predict the impact on self and others when making a health-related decision. Examples: following a time-management plan, walking to school, limiting caffeine intake, riding with an impaired driver</p> <p>a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts. Examples: underage drinking leading to being arrested, injury or death when not wearing a seat belt, riding a motorcycle without a helmet resulting in head injury CT</p>
	<p>6.5.2 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. Example: role-playing healthy ways to express anger and frustration C</p>	<p>7.5.2 Analyze healthy alternatives over unhealthy alternatives when making decisions. Examples: eating regular meals vs. skipping meals, choosing healthy snacks vs. junk food, getting proper exercise vs. too much screen time C, PE</p>	<p>8.5.2 Critique the positive and negative outcomes of a health-related decision. Examples: positive – keeping calendar to manage time, reading food labels, getting adequate sleep negative – tobacco use, eating disorders, drug use C, PE</p>

Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.			
	Grade 6	Grade 7	Grade 8
Goal-Setting	6.6.1 Assess personal health practices. Examples: food choices, physical activity, Hygiene C, CT, PE	7.6.1 Assess current personal health practices and set a goal to adopt, maintain, or improve one or more health practices. C, PE	8.6.1 Apply strategies and skills needed to attain a personal health goal. C, PE
	6.6.2 Describe how setting goals to increase time for physical activity and academic study may reduce stress. a. List activities that can improve physical and mental health. C, PE	7.6.2 Describe changing abilities, priorities, and responsibilities that impact personal health goals. Examples: age, injuries, changing jobs, leaving active school life to work, sedentary to walking, walking to jogging, jogging to running; eating poorly to making healthy food choices leading to weight loss or weight gain C, PE	8.6.2 Analyze how keeping an activity record will help an individual to attain a personal health goal. Examples: using food journal to track nutritional intake, My Fitness Pal, Fitbit, digital tracking device, track daily activity with activity log C, PE
Self-Management	Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		
	6.7.1 Critique examples of responsible behaviors that reduce health risks. Examples: choosing healthy foods, participating in healthy activities, having regular medical and dental check-ups C, PE	7.7.1 State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors. Examples: fast food vs. My Plate recommendations, screen time vs. active living C	8.7.1 Perform overall self-assessments and identify behaviors that will impact personal health. Examples: assessing sleeping, eating, and exercising patterns C
	6.7.2 Describe practices to avoid to reduce health risks to self and others. Examples: smoking or vaping, drinking alcohol, using illegal drugs, texting while driving C, PE	7.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. Examples: practicing proper use of prescription medications, good nutrition, proper rest, regular exercise; avoiding driver distractions C	8.7.2 Document healthy practices and behaviors that will improve the health of self and others. Example: maintaining a personal health journal C

<i>Anchor Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</i>			
	Grade 6	Grade 7	Grade 8
Advocacy	<p>6.8.1 State a health-enhancing position and support it with accurate information. Example: applying sunscreen has been proven to help prevent skin cancer CT, N</p>	<p>7.8.1 Create ways to influence and support others in making positive health choices. Examples: using social media campaigns, YouTube live campaign, posters; addressing local school board with the need for quality physical education and healthier food choices Speaker</p>	<p>8.8.1 Demonstrate ways to influence and support others in making positive health choices. Examples: public service announcements, persuasive writing, YouTube videos, skits Speaker</p>
	<p>6.8.2 Identify ways by which health messages can be altered to appeal to different audiences. Example: modifying a snack advertisement to target children, teenagers, or adults CT</p>	<p>7.8.2 Describe which advertising appeals are being used in various advertisements. Examples: bandwagon appeal, brand loyalty appeal, sex appeal PE</p>	<p>8.8.2 Work collaboratively to advocate for healthy individuals, families, and schools. Examples: designing healthy recipes, supporting the school wellness policy, school newscasts, school newsletters C, PE</p>