Tennessee Health

Health and Wellness: Grades 6, 7, 8

Adopted 2008

Personal Health and Wellness

1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.

- 1.1 analyze the effectiveness of personal decision-making as it relates to future health and wellness outcomes;
- 1.2 describe individual goals and aspirations for healthy living;
- 1.3 determine how setting healthy living goals can promote lifetime wellness;
- 1.4 develop a list of questions that influence the decision-making process;
- 1.5 identify choices and examine alternatives and consequences of each choice when making decisions as it relates to healthy living;
- 1.6 evaluate the influence of media on the decision-making process related to healthy living.

2: The student will understand the importance of personal hygiene practices as related to healthy living.

- 2.1 identify and evaluate basic personal hygiene habits;
- 2.2 analyze the changes in health and hygiene needs related to adolescence;
- 2.3 discuss physical/emotional/social health implications of personal hygiene.

3: The student will understand the role of body systems as related to healthy living.

- 3.1 describe and explain the basic body systems and their functions;
- 3.2 analyze and explain the impact of personal health behaviors on the functioning of human body systems.

4: The student will understand the relationship of physical activity and rest to healthy living.

- 4.1 explain the importance of participation in the recommended one hour of daily physical activity;
- 4.2 identify the components of health-related physical fitness;
- 4.3 determine the benefits of exercise in relation to improved health during all stages of life;

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	4.4 assess the relationship of physical activity to other areas of personal health (social, mental, and emotional well-being).
Nutrition	**5: The student will understand the relationship of nutrition to healthy living.** 5.1 explain the relationship of a balanced nutrition program and essential nutrients to appropriate weight, appearance, energy level and total wellness; 5.2 evaluate how individual food choices are influenced by multiple factors; 5.3 describe body composition and eating disorders; 5.4 practice principles of food safety.
Family Life	**6: The student will understand the contributions of family relationships to healthy living.** 6.1 identify family influences in the development of personal values and beliefs and how they will affect future decisions; 6.2 analyze changing roles and responsibilities (physically, socially and emotionally) throughout the life cycle as individuals and members of families; 6.3 evaluate the influence of attitudes, emotions, and behaviors on healthy family relationships.
	7: The student will understand the stages of human growth and development. 7.1 describe and demonstrate understanding of the developmental characteristics of adolescence including physical and emotional changes; 7.2 exhibit respect for others as physical changes occur during adolescence; 7.3 identify abstinence from sexual activity as the responsible and preferred choice for adolescents.
Emotional, Social, and Mental Health	**8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.** 8.1 demonstrate healthy ways to express needs, wants, and feelings; 8.2 demonstrate respect for individual and cultural differences that help develop healthy relationships; 8.3 understand how mental, emotional, social and physical health dimensions are interrelated and that problems in one dimension can influence another; 8.4 demonstrate skills to cope with attitudes and behaviors appropriately as related to social health; 8.5 evaluate attitudes and behaviors as related to personal and mental health; 8.6 recognize stress is a normal part of life and appropriate stress management should be a life-long skill.
Dis Control	Skip to main content **The student will understand attitudes and behaviors for preventing and controlling disease.**

9.1 identify and define common pathogens;

9.2 describe ways pathogens and diseases are spread, prevented, and managed;

9.3 describe signs, symptoms, and risk factors related to communicable and non-communicable diseases;

9.4 evaluate how heredity, environment and lifestyle impact both the wellness and disease process.

Injury Prevention and Safety

10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.

10.1 evaluate ways to reduce the risks of injuries and deaths from injury (motor vehicles (includes buses and ATVs), fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);

10.2 analyze the importance of safety rules and laws;

10.3 analyze the influences of media and internet which promote risky behavior;

10.4 analyze how the choices an individual makes, which results in injuries, impacts the lives of individuals and families.

11: The student will understand appropriate care for injuries and sudden illness.

11.1 demonstrate appropriate actions for emergency and non-emergency situations;

11.2 demonstrate first aid techniques.

12: The student will understand the appropriate action to take when personal safety is threatened.

12.1 identify situations that should be reported to a trusted adult;

12.2 formulate a plan for self-protection skills and identify appropriate resources for help, before and after an offense has occurred;

12.3 demonstrate techniques to assertively deal with peer pressure when personal safety is threatened (e.g., in car with drunk driver, pressured to take drugs, encouraged to participate in risky behaviors that can hurt others).

Substance Use and Abuse Prevention

13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.

13.1 distinguish between appropriate use and misuse of chemical substances for healthy living;

13.2 assess the influences of family, peers, and community on chemical substance use and abuse

13.3 identify how substance (e.g. tobacco, alcohol, and drugs) use and abuse affects people physically, emotionally, socially, financially, and legally;

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13.4 explain how choices relate to consequences;

13.5 recognize treatment programs and support groups for those dealing with addiction;

13.6 recognize certain behaviors can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, smoking, alcohol consumption, over the counter and prescription medication).

Environmental and Community Health

14: The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthy living.

14.1 identify major environmental health concerns that impact human health (e.g. air, water and noise pollution; negative social-emotional environment);

14.2 demonstrate ways to reduce, reuse, and recycle solid waste;

14.3 evaluate and critique products and their effects on the environment;

14.4 demonstrate understanding of ways to promote a healthful environment;

14.5 assess various health care facilities and services;

14.6 analyze the importance of community organizations to healthy living;

14.7 identify different health professionals and their role in promoting community health;

14.8 evaluate the effect of media and technology on individual, family, and community health.