Vermont Health

Grades 7, 8

Adopted 2008

Alcohol, Tobacco, and Other Drugs (ATOD)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Develop strategies for healthy practices and behaviors that will maintain or improve the health of self and others (e.g., finding healthy ways to meet personal needs and manage stress without using alcohol, tobacco, or other drugs, avoiding riding in vehicles with drug or alcohol impaired drivers).

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Describe the benefits of abstaining from the use of alcohol, tobacco, and other drugs (e.g., financial, legal, addiction, emotional health).

b. Analyze the effects that risky behaviors have on personal health (e.g., relationship between using alcohol and other drugs and other risks such as injuries, violence, suicide, sexual risk behaviors).

c. Differentiating between proper use and abuse of over-the-counter and other drugs.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze how messages from the media, friends, family, and culture influence young people to use alcohol, tobacco, and other drugs.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Demonstrate the ability to analyze and locate valid sources of accurate information and assistance from a variety of places (e.g., school, community, Internet) regarding alcohol, tobacco, and other drug use.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate resistance/refusal and negotiation skills to counter pressure to use tobacco, alcohol, or other drugs.

': Decision Making - Students demonstrate the ability to make decisions that lead to better health.

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a. Demonstrate individual and collaborative decision-making process to resolve situations related to alcohol, tobacco and drug use (e.g., protecting oneself from alcohol and other drug use, avoid riding with an impaired driver).

Family, Social and Sexual Health (FSSH)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Develop strategies that promote positive health for adolescents (e.g., coping with concerns and stress related to the changes in adolescence; dealing with sexual pressures, relationships).

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Describe changes that occur during adolescence and their effects on emotions, behaviors, and relationships.

b. Examine the diversity of family structures and changes that can occur (e.g., birth, adoption, marriage, divorce, death).

c. Explain the process of human reproduction, including conception, prenatal development and birth.

d. Identify the social, emotional, and physical benefits of healthy behaviors (e.g., setting personal limits/boundaries, abstaining from sex).

e. Analyze the effects that risky behaviors have on personal health.

f. Identify symptoms, risk factors, cause, transmission, treatment and prevention of sexually transmitted infections, including HIV/AIDS.

g. Identify effective methods to prevent HIV, sexually transmitted infections, and pregnancy.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze how messages from media (e.g., teen magazines, videos, Internet) influence both health behaviors and the selection of health information, products, and services.

b. Analyze influences on sexual behavior (e.g., family, peers, religion, media, culture, internal factors).

c. Analyze the effect of technology on personal and family relationships.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Analyze school and community health services available for support and information for a variety of health issues.

b. Analyze the validity of health information, products, and services from a variety of sources including the Internet.

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c. Demonstrate the ability to locate appropriate health products and services.

	HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community. a. Demonstrate resistance/refusal and negotiation skills to enhance health and interpersonal relationships. b. Identify barriers to effective communication of information, ideas, feelings and opinions about health issues. c. Demonstrate ways to influence and support others in making positive health choices.
	HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health. a. Set a goal to improve sexual health (e.g., sexual abstinence, setting personal boundaries and limits).
	HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health. a. Describe how their decisions impact the health of themselves and others.
Mental and Emotional Health (MEH)	**HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.** a. Develop healthy stress management techniques for reducing, avoiding or coping with stress. b. Differentiate between situations that require care and concern among friends or require getting the support and help of caring adults (e.g., getting help vs. tattling).
	HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts. a. Identify strategies that promote emotional and mental health (e.g., connectiveness, communication). b. Describe characteristics and conditions associated with positive self-esteem/image. c. Describe the warning signs, behaviors, risk factors, and protective factors for depression and suicide.
	HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors. a. Describe how school, family and peers influence the health choices and behaviors of individuals.
	1: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

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a. Analyze school and community health services available for support and information with problems related to emotional or mental health concerns, including the risk of suicide.

b. Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate ways to respond appropriately to feelings expressed by others.

b. Demonstrate ways to show respect for diversity (e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, age, socioeconomics).

c. Demonstrate the ability to use mediation and negotiation skills to resolve conflict.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Demonstrate individual and collaborative decision-making processes to resolve problems.

Nutrition and Physical Activity (NPA)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Develop strategies for healthy practices to maintain or improve health (e.g., healthy food preparation techniques, incorporating enjoyable moderate-intensity physical activities into daily routine).

b. Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices, including fast food.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Explain the relationship between healthy eating habits, hydration, and physical activity and the prevention of disease.

b. Analyze the effects that risky behaviors have on personal health (e.g., eating disorders affect on personal health, health-related conditions due to the lack or excess of certain nutrients and food supplements and lack of exercise).

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze how messages from media, school, family, and peers influence eating behaviors, food choices and exercise.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

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a. Analyze the validity of health information, products, and services from a variety of sources including the Internet about the nutritional value of foods, healthy weight management, and eating disorders.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate the ability to use a variety of communication methods for accurately expressing information and ideas about healthy eating and physical activity.

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Makes a personal plan for improving one's nutrition and incorporating physical activity into daily routines.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Describe how their decisions impact the health of themselves and others (e.g., poor food handling practices, short-term consequences of unhealthy food choices).

Personal Health and Wellness (PHW)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Develop strategies and skills for healthy practices and behaviors that will maintain or improve the health of self and others.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Describe how lifestyle, pathogens, family history and other risk factors are related to the cause and prevention of disease and other health problems.

b. Explain the relationship between positive health behaviors and the prevention of disease (e.g., importance of sleep and rest, daily health care practices, healthy diet and physical activity).

c. Explain how appropriate health care can prevent premature death and disability (e.g., health screenings, self-examinations, immunizations).

d. Differentiate between communicable, chronic and degenerative disease processes.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze the effect of society (e.g., culture) and science (e.g., technology) on personal health behaviors and use of health services.

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b. Describe how school, family, and peers influence the health practices of individuals (e.g., sun safety, immunizations, access to health care).

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Analyze the validity of health information products, and services from a variety of sources including the Internet.

b. Demonstrate the ability to locate health products and services related to personal health issues and concerns.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate the ability to advocate for health-promoting opportunities for self and others, including assertive consumerism.

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Develop a plan to attain personal health goals by addressing results of a personal health assessment (e.g., personal strengths, values, beliefs, needs and health risks).

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Demonstrate individual and collaborative decision-making processes to resolve health problems.

Violence and Injury Prevention (VIP)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Develop injury prevention and response strategies for personal safety (e.g., avoiding or escaping potentially dangerous situations).

b. Demonstrate basic first aid (e.g., calling for assistance, CPR, rescue breathing, care for poisonings, controlling bleeding).

c. Demonstrate strategies to avoid or prevent fighting, bullying and other forms of violence.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Identify the benefits of healthy behaviors and the relationship to the prevention of injury and premature death.

b. Describe safety rules for sports, recreational activities, including the use of helmets and proper use of equipment.

c. Differentiate between hazing, harassment, bullying and respectful interactions and relationships.

d. Describe the consequences of bullying, cyber-bullying, hazing, harassment and violence (e.g., legal, social, emotional).

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e. Describe the characteristics of healthy and harmful relationships.

f. Describe benefits of using non-violence to solve interpersonal conflict.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze how messages from the media influence safety and violence-related behavior.

b. Describe how school, family, and peers influence the choices of individuals related to safety and violence.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Analyze appropriate school, community, and Internet resources to access when dealing with problems or situations related to violence and safety.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate the ability to use mediation and negotiation skills to resolve conflict.

b. Demonstrate effective communication skills (e.g., assertiveness, refusal, negotiation) to avoid potentially violent or unsafe situations.

c. Demonstrate how to report situations that could lead to injury or violence.

d. Demonstrate the ability to advocate for a positive, respectful, and violence-free school environment.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Apply individual and collaborative decision-making processes to resolve safety and violence-related situations, including responding to witnessing harassment, bullying or other interpersonal violence.