Wisconsin Health Education

Grades 6, 7, 8

Adopted 2011

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

Comprehend and apply concepts related to health promotion and disease prevention.

A. Identify the components of health promotion and disease prevention.

1:3:A1. Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors. 1:3:A1

1:3:A2. Describe the negative consequences of engaging in unhealthy behaviors. 1:3:A2

1:3:A3. Describe how family history can affect personal health. 1:3:A3

1:3:A4. Describe how physical and social environments can affect personal health. 1:3:A4

B. Analyze the benefits of and barriers to practicing healthy behaviors.

1:3:B1. Analyze the relationships between healthy behaviors and personal health. 1:3:B1

1:3:B2. Examine healthy behaviors and consequences related to a health issue. 1:3:B2

1:3:B3. Predict the outcomes of a variety of unhealthy behaviors. 1:3:B3

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

Examine how internal and external factors influence personal health behaviors.

Skip to main content

A. Examine impact of influences.

2:3:A1. Examine how external and internal factors can influence health behaviors. 2:3:A1

2:3:A2. Provide examples of how factors can interact to influence health behaviors. 2:3:A2

2:3:A3. Examine how one's family, culture, and peers influence one's own personal health behaviors. 2:3:A3

2:3:A4. Examine how media and technology influence one's own personal health behaviors. 2:3:A4

2:3:A5. Examine how one's values and beliefs influence one's own personal health behaviors. 2:3:A5

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

Demonstrate and apply strategies to access valid sources of health information.

A. Identify criteria for choosing accurate sources of information.

3:3:A1. Describe situations that require accurate health information. 3:3:A1

3:3:A2. Locate sources of valid health information from home, school, and community. 3:3:A2

3:3:A3. Describe criteria for evaluating resources. 3:3:A3

B. Apply models to analyze sources of information for validity and reliability.

3:3:B1. Analyze the validity of information about health issues, products, and services. 3:3:B1

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

Examine and demonstrate communication skills that enhance health and avoid health risks.

A. Examine communication strategies in various health-related settings.

4:3:A1. Examine appropriate communication strategies. 4:3:A1

4:3:A2. Examine the outcomes of using effective and ineffective strategies of communication. 4:3:A2

B. Apply appropriate communication skills in various health-related settings.

4:3:B1. Demonstrate refusal and limit setting skills that avoid health risks. 4:3:B1

4:3:B2. Demonstrate effective conflict resolution skills. 4:3:B2

4:3:B3. Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others. 4:3:B3

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

Apply a decision-making process in various health-related situations.

A. Identify situations where effective decision-making skills are implemented.

5:3:A1. Determine when individual or collaborative decision making is appropriate. 5:3:A1

Skip to main content

B. Assess the impact of a decision-making process on health-related situations.

5:3:B1. Demonstrate decision making in a health-related situation. 5:3:B1

5:3:B2. Predict the impact of each decision on self and others. 5:3:B2

5:3:B3. Analyze the outcome of a health-related decision. 5:3:B3

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

Apply goal-setting skills to health situations.

A. Identify additional steps to setting and achieving realistic health goals.

6:3:A1. Establish a baseline of personal health behaviors and health status. 6:3:A1

6:3:A2. Identify strategies and behaviors needed to maintain or improve health status. 6:3:A2

6:3:A3. Identify strategies that might be utilized to overcome barriers or setbacks. 6:3:A3

B. Apply goal-setting skills to various health-related situations.

6:3:B1. Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan. 6:3:B1

6:3:B2. Develop goals to maintain or improve personal health status. 6:3:B2

6:3:B3. Assess the effectiveness of strategies to reach personal health goals. 6:3:B3

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

Apply health-enhancing behaviors that maintain or improve the health of self and others.

A. Explain the importance of self-responsibility for personal health behaviors.

7:3:A1. Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system. 7:3:A1

B. Demonstrate the role of self-responsibility in enhancing health.

7:3:B1. Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others. 7:3:B1

7:3:B2. Demonstrate behaviors that avoid or reduce health risks to self and others. 7:3:B2

Students will demonstrate the ability to advocate for pe[illegible] co[illegible]

Develop health-promoting strategies that support family or friends to make positive health choices.

Skip to main content

A. Develop an advocacy plan to promote health.

8:3:A1. Develop an age-appropriate definition of advocacy. 8:3:A1

8:3:A2. Plan ways to advocate for healthy individuals, families, and schools. 8:3:A2

8:3:A3. Incorporate accurate information as it relates to a health-enhancing position to advocate for self and others. 8:3:A3

8:3:A4. Discuss the barriers that could be involved in an advocacy effort. 8:3:A4

B. Implement an advocacy plan pertaining to a health issue.

8:3:B1. Predict how an advocacy plan will influence and support the health status of others. 8:3:B1

8:3:B2. Apply a plan to advocate for a health issue for people that experience health disparities. 8:3:B2

8:3:B3. Defend a position relating to a health issue. 8:3:B3

8:3:B4. Describe ways to adapt health messages for different audiences. 8:3:B4