

Grades 7, 8

Adopted 2012

Health Information, Products and Resources:
Students will access, analyze and evaluate health information, products and resources.

1. Demonstrate the ability to locate appropriate health resources at school or in the community that help enhance health. ME, PH, NUT [HE8.1.1](#)
2. Demonstrate the ability to locate appropriate health resources at school or in the community that help reduce health risks. SEXUALITY, ATOD, VP/B [HE8.1.2](#)
3. Analyze situations or conditions to determine when health services are needed (e.g., Distinguish when symptoms warrant a visit to the doctor versus taking over the counter medication.). ME, VP/B, SEXUALITY [HE8.1.3](#)
4. Explain criteria for determining validity of health information. SEXUALITY, ATOD, NUT [HE8.1.4](#)
5. Analyze health information for characteristics of validity (e.g. compare and contrast currency of info in different health articles on ATOD, Violence or mental/emotional health). ATOD, ME, VP/B [HE8.1.5](#)
6. Analyze characteristics of products and how they enhance health or reduce health risks (e.g., compare products). NUT, IP/S, PA [HE8.1.6](#)

Problem Solving and Decision Making:
Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.

1. Distinguish when individual or collaborative decision-making is appropriate. CEH, ATOD, VP/B [HE8.2.1](#)
2. Explain various types of decision-making processes to enhance health or reduce health risks (e.g., automatic, intuitive, etc.). ATOD, IP/S, NUT [HE8.2.2](#)
3. Apply a systematic decision making process that includes analysis of consequences to enhance health (e.g., impact of decision on self, on others). ME, PA, PCD [HE8.2.3](#)
4. Apply a systematic decision-making process that includes analysis of consequences to reduce or avoid health risks. ATOD, SEXUALITY, VP/B [HE8.2.4](#)
5. Analyze how peers, culture, and media can influence decisions students make about health practices and risk behaviors (e.g., time, fiscal, etc.). SEXUALITY, ATOD, ME [HE8.2.5](#)

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6. Apply a systematic process to examine non-familiar health-related issues or problems (e.g., identify problem, collect information, analyze data, draw conclusions, make recommendations). ATOD, CEH, PCD (e.g. pandemics) [HE8.2.6](#)
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Effective Communication: Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.

1. Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes of enhancing health (e.g., to inform, to persuade or advocate, to instruct). PH, CEH, PCD [HE8.3.1](#)
 2. Demonstrate the ability to use effective communication techniques (written, verbal, nonverbal, visual, electronic, etc.) for a variety of purposes for reducing or avoid health risks (e.g., to inform, to persuade or advocate, to instruct). IP/S, SEXUALITY, ATOD [HE8.3.2](#)
 3. Demonstrate the ability to apply effective refusal and conflict resolution skills to avoid risky situations. ATOD, SEXUALITY, VP/B [HE8.3.3](#)
 4. Analyze characteristics of and demonstrate the ability to use effective listening to decipher meaning from a health message (e.g., listen for details, listen for specific information, identify emotions, listen for opinions, infer meaning, etc.). ANY CONTENT AREA [HE8.3.4](#)
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Personal and Social Responsibility: Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.

1. Differentiate between appropriate and inappropriate behaviors for improving or maintaining personal health. PH, PA, NUT [HE8.4.1](#)
 2. Analyze behaviors that avoid and reduce health risks, to self and others. ATOD, SEXUALITY, IP/S [HE8.4.2](#)
 3. Demonstrate an understanding of behaviors that prevent the spread of disease. SEXUALITY, ATOD, PCD [HE8.4.3](#)
 4. Describe signs of stress and how stress can affect health status. ME, ATOD [HE8.4.4](#)
 5. Analyze age appropriate factors that create good stress and bad stress. ME, ATOD, SEXUALITY [HE8.4.5](#)
 6. Demonstrate the ability to apply strategies to manage bad stress and use good stress to motivate successful performance. PA, NUT, PH [HE8.4.6](#)
 7. Use criteria to set a short-term personal health goal and make a plan for achieving it. ME, PA, NUT [HE8.4.7](#)
 8. Monitor progress toward achieving a short-term personal health goal and analyze why it is achieved or not achieved (e.g., the goal to be physically active for 30 minutes every day was achieved because it met all SMART criteria and my plan included activities for all weather conditions). ME, PA, NUT [HE8.4.8](#)
 9. Analyze the effects of taking action to oppose bullying based on individual and group differences. VP/B, CEH, ME [HE8.4.9](#)
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10. Describe various forms of bullying and the roles of all involved (aggressor, bystander, victim, etc.) in bullying situations. VP/B, CEH, ME [HE8.4.10](#)

11. Describe the impact of bullying on physical health, mental and emotional health, and social health (e.g. depression, violence, avoidance, suicide, physical illness, etc.). VP/B, CEH, ME [HE8.4.11](#)