

Alcohol, Tobacco, and Other Drugs

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

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| a. Demonstrate how to ask for help in situations where their own or someone else's tobacco, alcohol, or other drug use is causing a problem. | 7/DA/40-42/4; 6/DA/39-40/1 (1) ;
6/DA/39-40/2 (2) |
| b. Express feelings and needs pertaining to tobacco, alcohol, and other drug issues (e.g., friends and/or family member use/abuser). | 7/DA/43-44/2; 7/DA/40-42/3; 6/DA/39-40/1,3; 8/FL/11-13/2 |

3.3 Students demonstrate respect for themselves and others.

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| a. Demonstrate ways to support others and their decisions not to use tobacco, alcohol and other drugs. | 8/DA/38-39/3; 7/DA/47-49/4; 6/DA/39-40/3; 6/DA/43-44/2 |
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3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Identify the benefits to adolescents of not using tobacco, alcohol, and other drugs (personal, social, emotional, legal, financial). | 8/DA/45/2; 6/DA/36-38/2; 6/DA/39-40/2; 6/DA/41-42/2 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Describe the benefits and risks of medicinal drugs. | 7/DA/38-39/3; 6/DA/35/1,2 |
| b. Describe the proper use of medicine and the risks of incorrect use. | 7/DA/38-39/3; 6/DA/35/1,2 |
| c. Describe short-term and long-term effects of tobacco, alcohol and other drug use, including dependence; addiction; and the physical, social, and emotional effects. | 8/DA/38-39/1,2; 7/DA/40-42/2;
7/DA/43-44/2; 6/DA/36-38/2 |
| d. Describe the risks of tobacco, alcohol, and other drug use and the relationship to injuries, illness, violence, sexual behavior and other risk behaviors. | 8/DA/40-41/2,3; 7/DA/43-44/1;
6/DA/41-42/1 |
| e. Describe the effects of tobacco, alcohol, and other drug use/abuse on the individual, family, and society. | 8/DA/42-43/3; 7/DA/46/2; 6/DA/41-42/2 |
| f. Describe the signs and behaviors of tobacco, alcohol, and other drug use, including the progression from nonuse through addiction. | 8/DA/36-37/2,3; 8/DA/34-35/1,3;
7/DA/46/1; 6/DA/39-40/1 |

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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| g. Explain the relationship between positive health behaviors and the prevention of injury, disease; alcohol, tobacco, and other drug use; and premature death. | 8/DA/36-37/1; 7/PM/3-4/1,2;
7/SA/29-31/2; 6/PM/6-7/1 |
| h. Explain that family members do not cause and cannot control another family member's abuse of tobacco, alcohol, or other drug use. | 6/DA/43-44/2 |
| i. Describe the environmental and inherited risk factors for children in substance abusing families. | 8/DA/36-37/2, 3; 7/DA/36-37/2;
6/DA/39-40/1 |
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| a. Develop a personal plan for health that avoids the use of tobacco, alcohol, and other drugs. | 8/DA/44-46/3; 7/DA/43-44/3;
6/DA/39-40/3; 6/DA/41-42/3 |
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| a. Identify people that can provide support around tobacco, alcohol, and other drug issues. | 8/DA/36-37/1; 7/DA/47-49/1;
6/DA/39-40/2 |
| b. Identify resources for valid health information about tobacco, alcohol, and other drugs. | 8/DA/34-35/2; 7/DA/43-44/2;
6/DA/33-34/3 |
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| a. Demonstrate healthy ways for adolescents to express emotions, manage stress, and maintain friendships free of tobacco, alcohol, and other drugs. | 8/NF/22-23/44-46/1,2,3; 7/DA/45/3;
7/DA/50/1; 6/SM/24-25/4 |
| b. Plan and participate in safe, healthy activities that do not include tobacco, alcohol, and other drugs. | 8/NF/22-23/2; 7/DA/47-49/4;
6/PM/6-7/3 |
| c. Demonstrate emergency procedures related to alcohol, and other drug use. | 8/SA/31-33; 6/SA/30-32 |
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| a. Demonstrate refusal and negotiation skills to enhance health and avoid potentially harmful situations involving tobacco, alcohol, or other drugs. | 8/DA/44-46/1,2,3,4; 7/DA/40-42/4 (2);
6/DA/36-38/3; 6/DA/39-40/3;
6/DA/41-42/3 |

3.7 Students make informed decisions.

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| a. Apply decision-making steps to situations where the potential for tobacco, alcohol, or other drug use is present. | 8/DA/44-46/1; 7/DA/47-49/3;
7/SM/22-24/4; 6/DA/43-44 |
| b. Explain the effect tobacco, alcohol, or other drug use can have on the decision-making process. | 8/DA/42-43/3; 6/DA/41-42/1 |

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Alcohol, Tobacco, and Other Drugs

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3.7 Students make informed decisions. (continued)

- c. Analyze influences on decisions to use or not use tobacco, alcohol, or other drugs (e.g., parents and/or other adults, peers, media, culture, and social norms). 8/DA/36-37/1, 2, 3; 7/DA/45/1;
6/DA/39-40/1; 6/DA/36-38/1

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Describe the effects alcohol, tobacco, and other drugs can have on problem-solving processes and conflict resolution. 8/DA/40-41/2; 8/DA/42-43/2, 3;
7/DA/43-44/2 (3); 6/DA/45-46; 6/DA/21
- a. Demonstrate mediation and negotiation skills to resolve conflicts that arise around the use of tobacco, alcohol, or other drugs. 8/VP/62-65/1; 7/DA/43-44/3 (1);
6/DA/41-42/3 (1)

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Describe the effects of methods used by media to target youth to use or avoid tobacco, alcohol, and other drugs. 8/DA/36-37; 7/DA/47-49/2

5.15 Students design and create media products that successfully communicate.

- a. Describe counter-strategies for tobacco, alcohol, or other drug advertising and other promotional materials. 8/DA/36-37/3 (3); 7/DA/40-42/4;
6/DA/45-46/3 (2); 6/DA/45-46/1 (2)

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Describe the effects of tobacco, including secondhand smoke, alcohol, or other drug use on body organs and functions. 8/DA/38-39/2/1,2,3; 7/DA/40-42/2
;7/DA/43-44/2 ;6/DA/36-38/2 (1,2)

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Community, Environmental, and Consumer Health

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

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| a. Demonstrate ways to communicate with health care providers about health issues. | 6/CE/16-17/2 (2) |
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3.3 Students demonstrate respect for diversity within the community.

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| a. Demonstrate ways to show respect for diversity within the community. | 8/VP/59-61/2; 7/SA/34-35/2 (3);
6/CE/14-15/1-3 |
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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Identify safety and environmental hazards that may exist in the home, school, and community. | 7/CE/17-18/2; 6/SA/26-27 |
| b. Describe how communities promote environmental health. | 7/CE/17-18/1; 6/CE/14-15/1 |
| c. Explain how individual behavior affects the health of the environment with- in local and global communities. | 7/CE/17-18/2 (2); 6/CE/14-15/3 (1, 2, 3) |
| d. Describe the characteristics of a safe and healthy community. | 7/CE/17-18/3 (1); 6/CE/14-15/2;
6/CE/16-17/4 |
| a. Develop a plan to protect community and environmental health. | 7/CE/17-18/3 (2); 6/CE/16-17/3 (1) |
| a. Identify health services and resources (e.g., library, Internet, health depart- ment, health agencies, community health activities). | 7/PM/7-8/3 (2); 6/CE/14-15/4 (2) |
| b. Identify people and community agencies that are available to promote and protect community health. | 7/CE/17-18/3; 6/CE/14-15/2 |
| c. Describe ways to select effective health care products and services that contribute to health. | 6/CE/14-15/4 (1) |
| d. Examine career opportunities in the health care profession. | 6/CE/16-17/3 (3) |

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Community, Environmental, and Consumer Health

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.7 Students make informed decisions.

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| a. Demonstrate how to select appropriate health care products and services, including cost comparisons. | 8/NF/26-27/1, 2, 3, 4 |
| b. Describe the differences between wants and needs and other factors that influence the selection of health products and services. | 8/NF/26-27/1, 2, 3, 4 |
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3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Demonstrate problem-solving skills within the school community. | 7/CE/19-20/2,3; 6/CE/14-15/2 (3) |
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5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

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| a. Analyze media influences on selection of health information and products. | 8/NF/26-27/1,2,3,4; 6/NF/49/2 |
| b. Identify ways that stereotyping and sales appeals are used in advertising for health products and services. | 8/NF/26-27/1, 2, 3, 4 |
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5.15 Students design and create media products that successfully communicate.

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| a. Develop examples of positive media strategies to promote community and environmental health. | 8/NF/26-27/1,2,3,4; 7/SA/29-31/3 |
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7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

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| a. Describe how human actions modify the environment and may affect health (e.g., recycling, reducing waste and pollution). | 7/CE/17-18/2 (1); 6/CE/14-15/1 (2) |
| b. Describe how human health is affected by genetic make-up and environmental factors (e.g., exposure to microbes, pollution). | 7/CE/17-18/2 (2); 6/CE/14-15/1 (2) |
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Disease, Violence, and Injury Prevention

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

- a. Demonstrate effective communication skills in situations that threaten personal or others' health and/or safety.

- a. Advocate for support for others to make positive choices to reduce the risk of injury, violence, or disease.

**8/VP/62-65/2; 7/SA/34-35/1;
7/SM/25-26/3; 6/SM/24-25/3**

8/VP/62-65/4; 8/VP/69-71/1; 7/SA/29-31/2 (1); 7/DP/67-68/3; 6/SM/24-25/2

3.3 Students demonstrate respect for themselves and others.

- a. Identify positive ways to counter issues of discrimination surrounding disease, injury, and violence.
- b. Demonstrate ways to be a positive support for someone who is dealing with personal safety issues, illness, and/or injury.

8/VP/62-65/3; 8/VP/67-68/4; 7/SA/29-31/2 (2,3); 7/SA/32-33/2; 6/DP/62-63/2 (3)

**8/DP/69-71/1 (1,2,3); 7/SA/34-35/2 (2);
6/DP/62-63/1 (1,2)**

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

- a. Describe ways illness, injuries, other disorders, abuse, and violence can affect growth and development.
- b. Explain why adolescents are inclined to take risks.

8/DP/66/1,2; 8/VP/62-65/1; 7/DP/67-68/1; 6/DP/59-60/1

7/SM/29-31/1,2; 6/DP/62-63/3 (2)

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

- a. Explain that lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease, injuries, pregnancy and other health issues.
- b. Differentiate between communicable and non-communicable diseases..
- c. Identify symptoms, risk factors, cause, transmission, treatment, and prevention of communicable diseases (e.g., HIV/AIDS, other sexually transmitted diseases, mononucleosis, colds, athlete's foot, etc.).

**8/DP/66/1, 2, 3; 7/SM/25-26/1;
6/DP/61/1 (1)**

8/DP/67-68/1, 2, 3

**8/DP/67-68/4; 8/DP/69-71/1, 2, 3, 4, 5;
7/DP/69-70; 6/DP/61/3 (1)**

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Disease, Violence, and Injury Prevention

Middle School Content Descriptors/Outcomes

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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| d. Explain the importance of medical screenings, checkups, and immunizations to disease prevention and health promotion. | 8/DP/66/3; 6/DP/59-60/3 |
| e. Describe the components of wellness (social, mental, and physical) and the continuum of illness and wellness. | 8/PM/1-3/3; 8/PM/4-5/2; 8/PM/6-8/2;
7/PM/3-4/1; 6/PM/1-2 |
| f. Explain that injuries are the leading cause of death and disability for adolescents and that injuries are preventable. | 8/SA/28-30/1, 2, 3, 4; 7/DP/67-68/2 |
| g. Describe the importance of practicing sun, traffic, bicycle, fire, water, and personal safety techniques. | 8/SA/28-30/3; 6/SA/26-27/1, 2 |
| h. Explain how bullying, hazing, and harassment affect others. | 8/VP/59-61/1, 2, 3; 6/SA/26-27/4 |
| i. Describe rights to personal privacy and differentiate between good, confusing, and bad touch. | 8/VP/62-65/2, 3; 7/DA/47-49/3 (1);
6/SA/28-29/1 |
| j. Describe signs of child abuse (emotional, physical, sexual). | 6/SA/28-29/2 |
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| a. Develop a personal plan for periodic health, dental checkups, screenings, and immunizations. | 8/DP/66/1, 2, 3; 8/DP/67-68/1;
8/DP/69-71/5; 6/DP/59-60/3 |
| b. Develop and implement a plan to promote civility and respect in the school community. | 8/VP/59-61/1, 2, 3; 7/CE/19-20/3;
6/SM/20-21/3 |
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| a. Describe how to locate and evaluate reliable sources of information and support around health and safety issues (e.g., HIV/AIDS, abuse, sports injuries, etc.). | 8/DP/69-71/2, 3; 6/DP/62-63/2 (1, 2, 3) |
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| a. Describe strategies that prevent injury (e.g., use of protective equipment in sport, safety restraints in cars). | 8/SA/28-30; 6/SA/26-27/1, 3 |
| b. Identify risks and develop injury/disease prevention and management strategies for personal and family health (e.g., using universal precautions, protective equipment). | 8/SA/28-30/4; 6/SA/28-29/3 |
| c. Identify ways to reduce the risk of becoming a victim of violence, including violence associated with weapons, drugs, and gangs. | 8/VP/62-65/1, 2, 3, 4; 7/SA/34-35/3;
6/SA/26-27/4 |

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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. *(continued)*

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| d. Demonstrate how to respond effectively to situations involving intimidation, harassment, and abuse (emotional, physical, sexual), including how and where to get help. | 8/VP/62-65/3; 7/SA/34-35/1;
6/SA/28-29/2 |
| e. Describe effective disease management routines (e.g., diabetes, asthma, and allergies). | 8/DP/67-68/1, 2, 3 |
| f. Demonstrate basic first aid techniques that can help to save lives, reduce the severity of an injury, and enhance recovery. | 8/SA/31-33; 6/SA/30-32 |
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| a. Demonstrate refusal and negotiation skills to enhance health and to avoid potentially harmful situations that could lead to injury, disease (including STDs) and/or violence. | 8/DP/66/1, 2, 3; 8/DP/69-71/4;
8/VP/62-65; 6/DP/59-60/3 |

3.7 Students make informed decisions.

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| a. Demonstrate decision-making skills to reduce risk of disease, injury, and/or violence. | 7/SM/22-24/4; 6/SM/24-25/2, 3 |
| b. Identify internal and external pressures that influence decisions about disease, injury, and violence (e.g., fear; tobacco, alcohol, or other drugs, media; family). | 8/DA/36-37/1, 2, 3; 7/SA/29-31/3;
6/SM/24-25/1 |

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

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| a. Identify examples of bullying, hazing, and harassment, and strategies for dealing with them. | 8/VP/56-58/1 |
| b. Apply problem-solving process to reduce risk of injury or violence. | 8/VP/59-61/3; 8/SA/28-30/3, 4, 5;
7/SM/32-33/1; 6/SA/26-27/3, 4 |
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| a. Identify situations where conflicts may arise and practice ways to make positive action. | 8/VP/62-65/2, 3; 7/SM/22-24/2;
6/SM/22-23/1, 2, 3 |

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5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

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| a. Analyze influences from media that contribute to risk taking, harassment, and violence. | 8/VP/56-58/3; 7/SA/29-31/3 |
| b. Identify ways that the media serves to inform, protect, and advocate prevention of disease, injury, and violence. | 6/DA/44-45/1, 2, 3 |

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

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| a. Describe how the human body systems fight infections and disease | 6/DP/61/2 (1) |
| b. Describe how the health of human beings is affected by their genetic make-up and by environmental factors (e.g., exposure to microbes). | 6/DP/61/1 (1) |
| c. Describe strategies for helping the body to heal from injury. | 6/SA/30-32/1, 4 |

Nutrition and Physical Activity

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and non-verbal skills to express themselves effectively.

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| a. Advocate for healthy eating and exercise habits for self and others. | 8/NF/20-21/1, 2, 3; 7/NF/53-54/3;
6/NF/47-48/1, 2, 3 |
| a. Practice effective communication skills when requesting healthy foods and/or opportunities to participate in physical activity. | 8/NF/20-21/3; 8/NF/22-23/3;
6/NF/49/1 |

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Nutrition and Physical Activity

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HPW Correlation *grade/topic*/session/objective (activity)*

3.3 Students demonstrate respect for themselves and others.

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| a. Recognize that people have different nutritional needs and that healthy body weight varies from person to person. | 8/NF/24-25/1, 2; 7/NF/55-56/2 (3);
6/NF/52-53/1; 6/NF/50-51/1 |
| b. Demonstrate support for others and their various healthy food selections and activity choices. | 8/NF/22-23/1, 2; 7/NF/53-54/1;
6/NF/52-53/3 |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

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| a. Identify the benefits of physical activity for adolescents. | 8/NF/22-23/1, 2; 7/NF/55-56/1;
6/NF/50-51/1 |
| b. Explain the different nutritional needs during childhood and adolescence. | 6/NF47-48/2 (1, 2) |

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

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| a. Describe how nutrition, physical activity and lifestyle affect health issues, including the cause or prevention of disease. | 8/NF/22-23; 8/NF/20-21; 7/NF/51-52/1;
6/NF/47-48/1 (1, 2) |
| b. Explain the function of each group from the Food Guide Pyramid and its relationship to health. | 8/NF/20-21; 7/NF/51-52/2, 4; 6/NF/47-48/2 (1) |
| c. Explain the importance of consuming adequate amounts of water, fruits, vegetables, whole grains, and foods that are calcium-rich. | 7/NF/53-54/1 |
| d. Analyze food labels for content and nutritional value. | 7/NF/51-52/3 |
| e. Identify ways to minimize saturated fat, sugar, and sodium intake. | 7/NF/53-54/1 |
| f. Explain the importance of maintaining a healthy weight. | 8/NF/24-25; 7/NF/57-58/3 (1) |
| g. Explain the importance of food safety procedures when preparing, serving and storing foods. | 5/NF/42-43/3 |
| h. Describe the components of physical fitness: cardio-respiratory endurance, flexibility, and muscular strength and endurance. | 8/NF/22-23/1; 7/NF/55-56/2 |

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Nutrition and Physical Activity

Middle School Content Descriptors/Outcomes

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3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. (continued)

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| i. Explain the importance of using safe and appropriate equipment during physical activity. | 5/NF/46-47/3 |
| j. Identify the influence of technology on nutrition and physical activity. | 6/NF/47-48/2 (1, 2) |
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| a. Assess personal eating and physical activity behaviors, set goals for improvement, and monitor progress. | 8/NF/22-23/2/1, 2; 7/NF/59/1 |
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| a. Describe a process to select safe, effective, and cost-effective physical activity products and programs. | 8/NF/22-23/2/1, 2 |
| b. Describe how to locate and evaluate reliable sources of information about nutrition and physical activity. | 8/NF/22-23/3/1, 2 |
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| a. Demonstrate how to select a healthy diet that includes the recommended servings from the Food Guide Pyramid. | 8/NF/20-21/3/1, 2; 7/NF/51-52/4 (1) |
| b. Demonstrate safe food handling procedures. | 8/NF/22-23/2/1, 2; 7/NF/55-56 |
| c. Describe recommended types and amounts of physical activity needed to promote health. | 8/NF/22-23; 7/NF/55-56/3 (2) |
| d. Describe the importance of warm-up, work out, and cool-down. | |
| e. Demonstrate techniques and approaches to prevent sports and exercise injuries during physical activity. | 8/NF/22-23; 7/NF/55-56/3 (2) |

3.7 Students make informed decisions.

- | | |
|---|---|
| a. Demonstrate a process for making informed decisions regarding food choices and physical activity based on understanding of balance, moderation, variety, and personal needs. | 8/NF/20-21; 7/NF/55-56/3 (2);
6/NF/52-53/1 |
| b. Demonstrate making healthy choices from fast food restaurants and cafeteria menus. | 8/NF/20-21/3 (1, 2) |

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Nutrition and Physical Activity

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.7 Students make informed decisions. *(continued)*

- c. Analyze the effects of internal and external influences on food choices and physical activity (e.g., personal likes/dislikes, emotions, peers, family, advertising, and culture). **8/NF/24-25; 6/NF/52-53/2 (1, 2)**

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Demonstrate strategies for working cooperatively and respectfully with a group in competitive as well as non-competitive situations. **8/NF/29-30/4/1, 2, 3**

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Identify ways positive and negative messages from media and other sources influence the selection of products, services, and facilities related to dietary behaviors and physical activity. **8/NF/26-27/1, 2, 3; 6/NF/52-53/2 (1)**
- b. Evaluate media claims of performance-enhancing drugs and nutritional supplements. **8/NF/26-27; 6/DP/41-42/2 (2)**

7.14 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Explain the importance of nutrition in maintaining healthy body systems. **8/NF/20-21/1, 2, 3; 6/NF/47-48/1**
- b. Describe the physiological response to physical activity (e.g., energy expenditure, heart rate, and respiratory rate). **8/NF/22-23/1, 2, 3; 7/NF/55-56/3; 6/NF/50-51/1, 2**

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Personal Health; Family, Social, Mental, Sexual

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

1.15 Students use verbal and nonverbal skills to express themselves effectively.

- | | |
|---|--|
| a. Demonstrate positive ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration). | 7/PM/5-6/2 (3); 7/FL/13-14/2;
6/FL/11-13/4 (1) |
| b. Demonstrate ways to communicate effectively with family, peers, and others (e.g., active listening, giving and receiving positive and negative feedback, assertiveness). | 8/FL/9-10/3; 8/FL/11-13/2;
7/FL/11-12/3; 7/FL/13-14/3, 4;
6/FL/11-13/4 (1) |
| c. Demonstrate ways to ask for help to improve health and to deal with health problems. | 8/FL/11-13/2, 3; 7/PM/5-6/3 (2);
7/SM/22-24/3; 6/FL/11-13/5 |
| | |
| a. Demonstrate ways to influence and support others in making positive health choices. | 8/FL/9-10; 8/FL/11-13; 7/FL/11-12/3;
6/PM/3-5/1, 4 |
| b. Advocate for a fair and equitable social environment. | 8/SA/28-30/4 (1, 2, 3); 6/PM/3-5/3 |

3.3 Students demonstrate respect for themselves and others.

- | | |
|---|---|
| a. Describe how to be a responsible family member. | 8/FL/9-10/1, 2, 3; 8/FL/11-13/1, 2, 3;
7/FL/9-10/1 |
| b. Demonstrate ways to build and maintain positive relationships and friendships. | 7/FL/9-10/2, 3; 7/FL/11-12/2 |
| c. Explain how one's behavior may affect others' feelings. | 6/PM/1-2/3 |
| d. Identify strategies to challenge the prejudice often associate with diversity (e.g., disabilities, mental/emotional illness and disorders, culture, race/ethnicity, sexual orientation). | 8/NF/24-25/3; 6/SM/24-25/2 (2) |
| e. Describe differences between positive and destructive relationships. | 8/HG/49-51/3; 8/HG/52-55/4;
7/FL/11-12/1 |
| f. Describe ways to counteract the influence of stereotyping. | 8/HG/49-51/2 (2) |

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development.

- | | |
|---|-------------------------|
| a. Explain that individuals grow at different rates and come in different sizes, shapes, colors, and genders. | 8/HG/47-48/1; 6/HG/56/1 |
|---|-------------------------|

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Personal Health; Family, Social, Mental, Sexual

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.4 Students identify the indicators of intellectual, physical, social and emotional health for their age and/or stage of development. *(continued)*

- | | |
|---|--|
| b. Identify strategies that promote emotional and social growth (e.g., strengths and assets). | 7/PM/1-2/3 |
| c. Describe how family and friends help meet physical, emotional, and social health needs. | 8/FL/9-10; 8/FL/11-13; 7/PM/5-6 |
| d. Explain that human sexuality, sexual identity, and/or orientation are a developing part of self through life. | 8/HG/49-51/1, 2, 3; 7/HG/65-66/3 |
| e. Describe factors that may affect intellectual, physical, social, and emotional growth, including developmental disabilities. | 7/PM/3-4/1; 7/PM/5-6/1-3;
6/PM/1-2/3 |
| f. Describe changes that occur during adolescence and their effects on emotions, behaviors, and relationships. | 8/HG/47-48/1, 2, 3, 4; 7/PM/3-4/2;
6/HG/56/1, 2 |

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others.

- | | |
|---|---|
| a. Describe ways to reduce risks related to adolescent health issues. | 8/SA/28-30; 8/DA/38-39; 8/DA/40-41;
8/DA/44-46; 7/PM/1-2/2 |
| b. Identify factors that contribute to a positive body image. | 8/NF/24-25; 7/NF/57-58/1 |
| c. Define the characteristics of healthy sexuality and healthy love relationships. | 8/49-51/3; 7/HG/65-66/2 |
| d. Differentiate among infatuation, love, and sexual desire. | 8/HG/52-55/1 |
| e. Identify the benefits of abstaining from/delaying sexual intercourse and setting sexual limits. | 8/HG/52-55/3 |
| f. Identify the life-altering changes that can result from early pregnancy and/or STDs/HIV. | 8/HG/52-55/2 |
| g. Identify effective methods to prevent HIV, STD, and pregnancy. | 8/DP/69-71/4, 5; 6/DP/62-63/3, 4 |
| h. Examine the diversity of family structures and changes that can occur (e.g., birth, adoption, marriage, divorce, death). | 8/FL/9-10; 8/FL/11-13; 6/FL/8-9/3 |

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Personal Health; Family, Social, Mental, Sexual

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.5 Students make informed, healthy choices that positively affect the health, safety, and well-being of themselves and others. *(continued)*

- | | |
|---|---|
| i. Identify characteristics of positive peer and adult role models. | 8/DA/36-37/1, 2, 3; 6/FL/8-9/2 |
| j. Describe the importance of trust in relationships. | 8/HG/52-55/1 (1) |
| k. Evaluate how certain fads affect health (e.g., body piercing, tattooing, hair dyes). | |
| l. Identify signs, behaviors, and symptoms of depression, suicide, and mental illness. | 8/SM/18-19/3 (3); 8/NF/24-25/3 (3);
7/SM/27-28/1,2; 6/SM/18-19/3 |
| a. Assess personal health status and develop a plan for making healthy choice using the goal-setting process. | 8/NF/20-21/3; 8/NF/22-23/3; 7/PM/2, 3 |
| a. Describe how to access information and support for personal, family, and mental health issues. | 8/DA/44-46; 8/VP/62-65; 8/DP/66;
7/SM/27-28/3 |
| a. Demonstrate personal care behaviors that promote positive health for adolescents (e.g., hygiene, dental health, skin care). | 5/HG/52/2 |
| b. Describe and demonstrate healthy stress management techniques for areas of personal stress. | 8/SM/18-19; 7/SM/22-24/4 |
| a. Demonstrate ways to avoid potentially harmful situations in the areas of sexual pressures, relationships, and mental/emotional health, using refusal and negotiation skills. | 8/HG/52-55 |

3.7 Students make informed decisions.

- | | |
|---|---|
| a. Demonstrate the ability to make decisions about personal health and sexual behavior that are consistent with personal and family values. | 8/HG/49-51 |
| b. Describe factors that may influence decisions about health (e.g., emotions, culture, family, media, needs, wants, image, peers). | 8/HG/49-51; 8/HG/52-55; 7/PM/7-8/2 |
| c. Analyze influences on sexual behavior (e.g., family, peers, religion, media, culture, internal). | 8/HG/47-55 |

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Personal Health; Family, Social, Mental, Sexual

Middle School Content Descriptors/Outcomes

HPW Correlation *grade/topic*/session/objective (activity)*

3.12 Students use systematic and collaborative problem-solving processes including mediation, to negotiate and resolve conflicts.

- a. Identify problems that can arise in relationships and develop strategies for addressing those problems. **5/SM/19-21; 5/SM/22-24; 8/HG/52-55**

5.14 Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.

- a. Identify the effects of stereotyping, gender bias, and marketing techniques used in media to influence decisions and attitudes about personal health and lifestyle (e.g., body image, attitudes and behaviors about sexuality, stress management, relationships). **8/HG/49-51/2 (2); 7/NF/57-58/1, 2**

7.12 Students demonstrate understanding of the human body—heredity, body systems, and individual development—and understand the impact of the environment on the human body.

- a. Explain the process of human reproduction, including conception, prenatal development and birth. **8/HG/47-48/3, 4; 7/HG/57-58/1, 2**
- b. Describe body changes that occur during adolescence and puberty. **8/HG/47-48/1,2,3,4; 8/HG/49-51; 7/HG/63-64/1, 2**

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