

**National Health Education Standards**  
Health and Safety Education Curriculum Framework  
Middle School

**Essential Questions**

***Core Concepts***

What do I need to know to stay healthy?

***Accessing Health Information and Resources***

How and where do I find information, products and resources?

***Self-Management of Healthy Behaviors***

What can I do to avoid or reduce health risks?

***Analyzing Internal and External Influences***

What influences my healthy behaviors and decisions?

***Communication Skills***

How can communication enhance my personal health?

***Decision-Making Skills***

How do I make good decisions to keep myself healthy?

***Goal-Setting***

How do I use the goal-setting process to improve my health?

***Advocacy***

What can I do to promote accurate health information and healthy behaviors?

**Health Standards**

***Core Concepts***

**Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.**

Students will explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death.

Students will describe the interrelationship of mental, emotional, social, and physical health during adolescence.

Students will explain how health is influenced by the growth and interaction of body systems.

Students will examine how families and peers can influence the health of adolescents.

Students will analyze ways in which the environment and personal health are related.

Students will use appropriate strategies to prevent/reduce risks and promote well-being.

Students will explain how appropriate health care can prevent premature death and disability.

Students will describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems.

Students will identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease)

Students will describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education

Students will define abstinence, explain the value of postponing sexual activity, identify the methods of contraception and the effectiveness of each

### ***Accessing Health Information and Resources***

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

Students will analyze the validity of health information and the cost of products and services.

Students will demonstrate the ability to locate and use resources from home, school, and community that provide valid health information, products and services.

Students will examine factors that may influence the personal selection of health information, products and services.

Students will demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school, personnel, health professionals and other responsible adults

### ***Self-Management of Healthy Behaviors***

**Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.**

Students will explain the importance of assuming responsibility for personal health behaviors.

Students will examine personal health status to determine needs.

Students will distinguish between safe, risky or harmful behaviors involving themselves and/or others.

Students will apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

Students will examine and apply safety techniques to avoid and reduce injury and prevent disease.

Students will apply skills to manage stress.

### *Analyzing Internal and External Influences*

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

Students will examine the influence of family beliefs on personal health behaviors.

Students will analyze how media, technology and other factors influence personal health.

Students will analyze how family, school and peers influence personal health.

Students will identify and explain how the media may influence behaviors and decisions in regard to sexuality

### *Communication Skills*

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

Students will apply effective verbal and nonverbal communication skills as a means of enhancing health.

Students will use characteristics needed to be a responsible individual within his or her peer group, school, family and community.

Students will identify ways in which emotions may affect communication, behavior and relationships.

Students will compare and contrast healthy ways to express needs, wants and feelings.

Students will demonstrate ways to communicate care, empathy, respect and responsibility for others without bias, abuse, discrimination or harassment based on, but not limited to, race, color, sex, religion, national origin, sexual orientation, ancestry, marital status, mental retardation, mental disorder and learning and/or physical disability.

Students will use communication skills to build and maintain healthy relationships.

Students will demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships.

Students will examine the possible causes of conflict among youth in schools and communities.

Students will demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate.

### ***Decision-Making Skills***

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

Students will use decision-making process to enhance health.

Students will describe and analyze how health-related decisions are influenced by using resources from family, school and community.

Students will predict how decisions regarding health behaviors have consequences for themselves and others.

### ***Goal-Setting***

**Students will use goal-setting skills to enhance health.**

Students will use the goal setting process to enhance health.

### ***Advocacy***

**Students will demonstrate the ability to advocate for personal, family and community health.**

Students will analyze various methods to accurately express health information, concepts and skills.

Students will support a healthy position with accurate information.

Students will analyze community agencies that advocate for healthy individuals, families and communities.

Students will encourage and support others in making positive health choices.

Students will demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools.

Students will promote positive ways to show care and consideration for others (e.g. persons living with HIV/AIDS, diabetes, cancer)

Students will assess the impact of family, cultural, media and societal messages on one's thoughts, feelings, values and behaviors related to sexuality