

# Grades 5, 6, 7, 8

Adopted 2006

## Core Concepts

1. Explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death [M.1.1](#)

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2. Describe the interrelationship of mental, emotional, social and physical health during preadolescence/adolescence [M.1.2](#)

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3. Explain how health is influenced by the growth and interaction of body systems [M.1.3](#)

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4. Examine how families and peers can influence the health of adolescents [M.1.4](#)

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5. Analyze ways in which the environment and personal health are interrelated [M.1.5](#)

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6. Use appropriate strategies to prevent/reduce risks and promote well-being [M.1.6](#)

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7. Explain how appropriate health care can prevent premature death and disability [M.1.7](#)

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8. Describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems [M.1.8](#)

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9. 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) [M.1.9](#)

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10. Describe puberty and human reproduction as it relates to medically accurate comprehensive sexuality education [M.1.10](#)

## Accessing Health Information and Resources

1. Analyze the validity of health information and the cost of products and services [M.2.1](#)

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2. Demonstrate the ability to locate and use resources from home, school and community that provide valid health information, products and services [M.2.2](#)

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3. Examine factors that may influence the personal selection of health information, products and services [M.2.3](#)

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4. Demonstrate ways to obtain medically accurate information about comprehensive sexuality education from family, school personnel, health professionals and other responsible adults [M.2.4](#)
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### Self-management of Healthy Behaviors

1. Explain the importance of assuming responsibility for personal health behaviors [M.3.1](#)
  2. Examine personal health status to determine needs [M.3.2](#)
  3. Distinguish between safe, risky or harmful behaviors involving themselves and/or others [M.3.3](#)
  4. Apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions [M.3.4](#)
  5. Examine and apply safety techniques to avoid and reduce injury and prevent disease [M.3.5](#)
  6. Apply skills to manage stress [M.3.6](#)
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### Analyzing Internal and External Influences

1. Examine the influence of family beliefs and cultural beliefs on personal health behaviors [M.4.1](#)
  2. Analyze how media, technology and other factors influence personal health behaviors [M.4.2](#)
  3. Analyze how family, school and peers influence personal health [M.4.3](#)
  4. Identify and explain how the media may influence behaviors and decisions in regard to sexuality [M.4.4](#)
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### Communication Skills

1. Apply effective verbal and nonverbal communication skills as a means of enhancing health [M.5.1](#)
2. Use characteristics needed to be a responsible individual within their peer group, school, family and community [M.5.2](#)
3. Identify ways in which emotions may affect communication, behavior and relationships [M.5.3](#)
4. Compare and contrast healthy ways to express needs, wants and feelings [M.5.4](#)
5. 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 [M.5.5](#)

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**6. Use communication skills to build and maintain healthy relationships** M.5.6

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**7. Demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships** M.5.7

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**8. Examine the possible causes of conflict among youth in schools and communities** M.5.8

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**9. Demonstrate strategies to prevent, manage and resolve conflicts in healthy ways and identify adults and peers who might assist, when appropriate** M.5.9

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### **Decision-Making Skills**

**1. Use a decisionmaking process to enhance health** M.6.1

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**2. Describe and analyze how health-related decisions are influenced by using resources from family, school and community** M.6.2

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**3. Predict how decisions regarding health behaviors have consequences for themselves and others** M.6.3

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### **Goal-Setting Skills**

**1. Use the goal-setting process to enhance health** M.7.1

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### **Advocacy**

**1. Analyze various methods to accurately express health information, concepts and skills** M.8.1

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**2. Support a healthy position with accurate information** M.8.2

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**3. Analyze community agencies that advocate for healthy individuals, families and communities** M.8.3

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**4. Encourage and support others in making positive health choices** M.8.4

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**5. Demonstrate the ability to work cooperatively in small groups when advocating for healthy individuals, families and schools** M.8.5

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**6. Promote positive ways to show care and consideration for others (e.g. persons living with HIV/AIDS, diabetes, cancer)** M.8.6

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**7. Assess the impact of family, cultural, media and societal messages on one's thoughts, feelings, values and behaviors related to sexuality** M.8.7

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### **Motor Skill Performance**

**1. Demonstrate developmentally mature form in the fundamental movement skills in combinations of closed and open environments** M.9.1

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**2. Demonstrate developmentally mature applications combining locomotor, nonlocomotor and manipulative skills to participate in developmentally appropriate movement and fitness activities** M.9.2

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**3. Adapt and combine skills to meet the demands of increasingly dynamic environments** M.9.3

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**4. Develop increasing competence in more advanced specialized skills** M.9.4

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**5. Participate in a variety of individual, dual and team tasks, activities, creative movement, dance, play, games and sports** M.9.5

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**Applying Concepts and Strategies**

**1. Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms** M.10.1

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**2. Use self, peer, teacher and technological resources to recognize and suggest performance improvements in self and others** M.10.2

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**3. Demonstrate knowledge of rules, safety practices and procedures as they apply to an increasing range of movement situations** M.10.3

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**Engaging in Physical Activity**

**1. Engage in an increased variety of moderate to vigorous developmentally appropriate physical activities on a regular basis** M.11.1

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**2. Apply an understanding of the connections between the purposes of movements and their effect on fitness** M.11.2

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**3. Apply the understanding of physical activity concepts to increasingly complex movement and game forms** M.11.3

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**4. Engage in a variety of appropriate physical activities during and outside of school that promote the development and improvement of physical fitness level** M.11.4

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**Physical Fitness**

**1. Demonstrate the skills and knowledge to assess levels of physical fitness and participate in activities that develop and maintain each component** M.12.1

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**2. Assess physiological responses to exercise associated with one's level of physical fitness and nutritional balance** M.12.2

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**3. Analyze the results of one or more components of health-related fitness** M.12.3

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**4. Plan a wellness program demonstrating an understanding of basic exercise (e.g., frequency, intensity, duration) and nutritional principles designed to meet personal wellness goals** M.12.4

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**Responsible Behavior**

**1. Understand, participate in the development of, and follow classroom rules; follow activity-specific rules, safety practices and procedures; and apply safe practices, rules, procedures, etiquette and good sportsmanship in all physical activity settings** M.13.1

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**2. Continue to develop skills to participate productively in groups, in both cooperative and competitive activities** M.13.2

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**3. Develop strategies for including all persons, despite individual differences, in physical activity settings** M.13.3

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**4. Apply appropriate skills for resolving conflicts peacefully** M.13.4

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## **Benefits of Physical Activity**

**1. Make decisions about participating in different physical activities based on feelings and interests** M.14.1

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**2. Use physical activity as a means of self and group expression** M.14.2

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**3. Use physical activity as a positive opportunity for social and group interaction and development of leadership skills** M.14.3

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**4. Realize that physical activity and challenges present opportunities for personal growth** M.14.4

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**5. Value the skill competence that results from practice** M.14.5

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**6. Demonstrate willingness to attempt a variety of new physical activities** M.14.6

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