

# Maine Learning Results

## Health Education

### Grades 6 - 8

A. **Health Concepts:** Students comprehend concepts related to health promotion and disease prevention to enhance health.

#### A1 Healthy Behaviors and Personal Health

Students examine the relationship between behaviors and personal health.

- a. Explain the importance of assuming responsibility for personal health.
- b. Examine the relationship between healthy and unhealthy behaviors and personal health.
- c. Identify the possible barriers to practicing healthy behaviors.

#### A2 Dimensions of Health

Students explain the interrelationship of *physical*, *mental/intellectual*, *emotional*, and *social health*.

#### A3 Diseases/Other Health Problems

Students identify causes of common adolescent diseases and other health problems and describe ways to reduce, prevent, or treat them.

#### A4 Environment and Personal Health

Students determine how *environment* and other factors impact personal health.

- a. Analyze how *environment* impacts personal health.
- b. Describe how *family history* can impact personal health.
- c. Explain how appropriate health care can promote personal health.

#### A5 Growth and Development

Students describe specific characteristics of adolescent human growth and development.

#### A6 Basic Health Concepts

Students explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

**B. Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.**

**B1 Validity of Resources**

Students analyze the *validity of health information, products, and services.*

**B2 Locating Health Resources**

Students locate *valid* and reliable *health information, products, and services.*

- a. Explain situations requiring the use of *valid* and reliable *health information, products, and services.*
- b. Locate *valid* and reliable *health information.*
- c. Locate *valid* and reliable *health products, and services.*

**C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**C1 Healthy Practices and Behaviors**

Students demonstrate a healthy practice and/or behavior to maintain or improve their own health in each of the following areas: personal hygiene, healthy eating; physical activity; and tobacco, alcohol, and other drug use prevention.

**C2 Avoiding/Reducing Health Risks**

Students demonstrate behaviors to avoid or reduce health risks to self and others.

- a. Demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others.
- b. Develop injury prevention and response strategies including first aid for personal and family health.

**C3 Self-Management**

Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management.

**D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.**

**D1 Influences on Health Practices/Behaviors**

Students explain and analyze influences on adolescent health behaviors.

- a. Examine how the family, school, and community influence the health behaviors of adolescents.
- b. Describe how peers influence healthy and unhealthy behaviors.
- c. Analyze how messages from media influence health behaviors.
- d. Explain how the *perceptions of norms* influence healthy and unhealthy behaviors.
- e. Explain how *culture* and personal values and beliefs influence individual health behaviors.

**D2 Technology and Health**

Students analyze the influence of technology, including medical technology, on personal and family health.

**D3 Compound Effect of Risk Behavior**

Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

- a. Describe how *gateway drugs* can lead to the use of other drugs.
- b. Describe the influence of alcohol and other drug use on judgment and self-control.

**E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.**

**E1 Interpersonal Communication Skills**

Students apply effective verbal and nonverbal *interpersonal communication* skills to enhance health.

- a. Demonstrate communication skills to build and maintain healthy relationships.
- b. Demonstrate effective communication skills including asking for assistance to enhance the health of self and others.
- c. Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- d. Demonstrate effective conflict management or conflict resolution strategies.

## **E2 Advocacy Skills**

Students describe ways to influence and support others in making positive health choices.

- a. Develop a health-enhancing position on a topic and support it with information.
- b. Develop health-enhancing messages using communication techniques that target a specific audience.
- c. Demonstrate an ability to work cooperatively as an advocate for healthy individuals, families, and schools.

## **F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.**

### **F1 Decision-Making**

Students apply *decision-making* skills to enhance health.

- a. Determine when health-related situations require the application of a thoughtful *decision-making* process.
- b. Determine when individual or collaborative *decision-making* is appropriate.
- c. Distinguish between healthy and unhealthy alternatives to
- d. health-related issues or problems and predict the potential short-term impact of alternative decisions for themselves and others.
- e. Choose healthy alternatives over unhealthy alternatives when making a decision.
- f. Analyze the outcomes of a health-related decision

### **F2 Goal-Setting**

Students develop and apply strategies to attain a short-term personal health goal.

- a. Assess personal health practices.
- b. Develop a short-term goal to adopt, maintain, or improve a personal health practice.
- c. Develop and apply strategies and monitor progress toward a personal health goal.
- d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

### **F3 Long-Term Health Plan**

No performance indicator.