

Middle School  
Level 6-8

**HEALTH SELF**

<b>STANDARD 1 Students will develop skills and processes.</b>		
Sixth Grade	Seventh Grade	Eighth Grade
<p><b>OBJECTIVE</b></p> <p>Develop strategies for appropriately and safely expressing emotions.</p> <ul style="list-style-type: none"> <li>- Recognize the range of emotions.</li> <li>- Predict the effect of substance use on emotions and the ability to appropriately manage them.</li> <li>- * Understand and appreciate the importance of loving unselfishly and responsibly.</li> </ul> <p>Demonstrate acceptance of self and others.</p> <ul style="list-style-type: none"> <li>- Value yourself and others.</li> <li>- Identify positive self-image.</li> </ul> <p>Demonstrate positive strategies for managing stress.</p> <ul style="list-style-type: none"> <li>- Identify stressful situations.</li> <li>- Identify activities used to manage stressful situations properly.</li> <li>- Recognize personal reaction or response to stressful situations.</li> </ul>	<p><b>OBJECTIVE</b></p> <p>Use strategies for managing stressful situations.</p> <ul style="list-style-type: none"> <li>- Identify situations or circumstances that cause stress.</li> <li>- Describe the stress response and how it influences reactions or performance.</li> <li>- Develop strategies for managing or reducing stress.</li> </ul> <p>Apply decision-making skills to address an issue.</p> <ul style="list-style-type: none"> <li>- Identify factors that influence decision making; e.g., values, emotions, habits, peers, media, parents, faith.</li> <li>- Develop an individual decision-making process.</li> </ul> <p>Analyze factors that impact mental/emotional health.</p> <ul style="list-style-type: none"> <li>- Describe factors that contribute to mental/emotional health; e.g., self-efficacy, resiliency, developmental</li> </ul>	<p><b>OBJECTIVE</b></p> <p>Use strategies for managing stressful situations.</p> <ul style="list-style-type: none"> <li>- Identify situations or circumstances that cause stress.</li> <li>- Describe the stress response and how it influences reactions or performance.</li> <li>- Develop strategies for managing or reducing stress.</li> </ul> <p>Apply decision-making skills to address an issue</p> <ul style="list-style-type: none"> <li>- Identify factors that influence decision making; e.g., values, emotions, esteem, habits, peers, media, parents, faith.</li> <li>- Develop an individual decision-making process.</li> </ul> <p>Analyze factors that impact mental/emotional health.</p> <ul style="list-style-type: none"> <li>- Describe factors that contribute to mental/emotional health; e.g., self-efficacy, resiliency, developmental</li> </ul>

	<p>assets, values, dreams, goals, positive risk-taking and sense of purpose.</p> <ul style="list-style-type: none"> <li>- Describe factors that interfere with mental/emotion of health, e.g., phobias, depression, chemical imbalances, unhealthy use of defense mechanisms, intolerance.</li> <li>- Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health.</li> </ul> <p>Analyze the correlation between acceptance of responsibility and personal growth and maturity.</p> <ul style="list-style-type: none"> <li>- Describe characteristics of an emotionally and socially mature person.</li> <li>- Predict the outcomes of being responsible for one's action.</li> </ul> <p>Analyze the impact of body image and other factors on eating disorders.</p> <ul style="list-style-type: none"> <li>- Interpret how personal attitudes and beliefs regarding body size and shape are influenced by culture, society, and media.</li> <li>- Determine the factors that establish and maintain body size and shape, e.g., heredity, puberty, a body's natural genetics, diet, environment.</li> <li>- Explain the complexity of eating disorders, e.g., body image,</li> </ul>	<p>assets, values, dreams, goals, positive risk-taking, sense of purpose.</p> <ul style="list-style-type: none"> <li>- Describe factors that interfere with mental/emotions health, e.g., phobias, depression, chemical imbalances, unhealthy use of defense mechanisms, intolerance.</li> <li>- Identify school and community resources to assist with the prevention, intervention, and treatment of mental/emotional health.</li> </ul> <p>Analyze the correlation between acceptance of responsibility and personal growth and maturity.</p> <ul style="list-style-type: none"> <li>- Describe characteristics of an emotionally and socially mature person.</li> <li>- Predict the outcomes of being responsible of one's action.</li> </ul> <p>Analyze the impact of body image and other factors on disordered eating.</p> <ul style="list-style-type: none"> <li>- Interpret how personal attitudes and beliefs regarding body size and shape are influenced by culture, society, and media.</li> <li>- Determine the factors that establish and maintain body size and shape, e.g., heredity, puberty, diet, environment.</li> <li>- Explain the complexity of disordered eating, e.g., body image,</li> </ul>
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	<p>perfectionism, control, fear, gratification, esteem, and abuse.</p> <ul style="list-style-type: none"> <li>- Identify warnings signs and short-and long term effects of disordered eating.</li> <li>- Compile resources that can help develop a healthy self and/or assist with disordered eating.</li> </ul>	<p>perfectionism, control, fear, gratification, esteem, and abuse.</p> <ul style="list-style-type: none"> <li>- Identify warnings signs and short-and long term effects of disordered eating.</li> <li>- Compile resources that can help develop a healthy self and/or assist with eating disordered.</li> </ul>
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**SUBSTANCE ABUSE PREVENTION**

<b>STANDARD 2 Students will demonstrate health promoting and risk-reducing behaviors to prevent substance abuse.</b>		
Sixth Grade	Seventh Grade	Eighth Grade
<p><b>OBJECTIVE</b></p> <p>Examine the possible physical effects of substance abuse.</p> <ul style="list-style-type: none"> <li>- Identify the general physical effects of depressants and stimulants.</li> <li>- Explain the concept of blood alcohol content.</li> <li>- Define chemical dependence.</li> </ul> <p>Summarize the legal, social, and emotional consequences of substance abuse.</p> <ul style="list-style-type: none"> <li>- Identify the legal age for using some substances and the consequences for underage use.</li> <li>- Explain the effects that substance abuse can have on family, friends, and community.</li> </ul>	<p><b>OBJECTIVE</b></p> <p>Analyze the results of individual choice and consequences related to drug use and/or non-use.</p> <ul style="list-style-type: none"> <li>- Identify the types of drugs in our society; e.g., over-the –counter (OTC), prescription, herbal, legal/age-restricted, illicit.</li> <li>- Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum.</li> <li>- Identify the short-and long-term effects of alcohol, tobacco, and marijuana use.</li> <li>- Develop a decision-making process to set personal limits related to substance use.</li> </ul>	<p><b>OBJECTIVE</b></p> <p>Analyze the results of individual choice and consequences related to drug use and/or non-use.</p> <ul style="list-style-type: none"> <li>- Identify the types of drugs in our society; e.g., over-the –counter (OTC), prescription, herbal, legal/age-restricted, illicit.</li> <li>- Identify behaviors, characteristics, and steps on the use/misuse/abuse continuum.</li> <li>- Identify the short-and long-term effects of alcohol, tobacco, and marijuana use.</li> <li>- Develop a decision-making process to set personal limits related to substance use.</li> </ul>

<p>Assess the role of positive peer involvement in making healthy choices</p> <ul style="list-style-type: none"> <li>- Explain the impact friends have on decision making.</li> <li>- Practice refusal skills in responding to pressure from others.</li> </ul>	<p>Practice refusal skills and other strategies for maintaining healthy personal limits.</p> <ul style="list-style-type: none"> <li>- Identify the people comprising a personal support system.</li> <li>- Generate ways to open a conversation with parent/guardian related to personal limits.</li> <li>- Analyze the influence of an individual's support system on choices related to substance use.</li> <li>- Assess the importance of positive involvement with others in making healthy choices.</li> <li>- Develop ways of maintaining healthy personal limits when challenged by others; e.g., avoidance, proactive thinking refusal skills.</li> </ul>	<p>Practice refusal skills and other strategies for maintaining healthy personal limits.</p> <ul style="list-style-type: none"> <li>- Identify the people comprising a personal support system.</li> <li>- Generate ways to open a conversation with parent/guardian related to personal limits.</li> <li>- Analyze the influence of an individual's support system on choices related to substance use.</li> <li>- Assess the importance of positive involvement with others in making healthy choices.</li> <li>- Develop ways of maintaining healthy personal limits when challenged by others; e.g., avoidance, proactive thinking refusal skills.</li> </ul>
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**HUMAN DEVELOPMENT AND RELATIONSHIPS**

<b>STANDARD 3 Students will determine how knowledge, skills, attitudes, and behaviors contribute to healthy relationships with self and others.</b>		
Sixth Grade	Seventh Grade	Eighth Grade
<p>OBJECTIVE</p> <p>Practice ways of showing respect for self and others.</p> <ul style="list-style-type: none"> <li>- Demonstrate an appreciation of God's unconditional love and relate that</li> </ul>	<p>OBJECTIVE</p> <p>Demonstrate healthy expressions regarding interpersonal relationships.</p> <ul style="list-style-type: none"> <li>- Identify qualities and ways to build healthy relationships with self and</li> </ul>	<p>OBJECTIVE</p> <p>Demonstrate healthy expressions regarding interpersonal relationships.</p> <ul style="list-style-type: none"> <li>- Identify qualities and ways to build healthy relationships with self and</li> </ul>

<p>understanding to their own treatment of persons with serious illness.</p> <ul style="list-style-type: none"> <li>- Exhibit behaviors that promote a healthy self-image.</li> <li>- Demonstrate the ability to communicate respectfully with others.</li> <li>- Understand and appreciate that sexual activity and sexual intercourse have meaning and purpose only within marriage commitment.</li> </ul> <p>Summarize changes that accompany puberty.</p> <ul style="list-style-type: none"> <li>- Recognize fluctuations in emotions and discuss way of dealing with emotional changes.</li> <li>- Recognize physical changes that occur during puberty.</li> </ul> <p>Define homosexuality and related Church teachings.</p>	<p>with others.</p> <ul style="list-style-type: none"> <li>- Recognize the need to respect the boundaries of self and others.</li> <li>- Generate ways to express interest in another person.</li> <li>- Develop ways to manage inappropriate or unwanted comments or advances from others.</li> </ul> <p>Develop ways to manage and/or adapt to changes in relationships.</p> <ul style="list-style-type: none"> <li>- Determine how relationships can and do change; e.g., friends moving away, new friends and/or family members, breakups, siblings, leaving or returning home, people aging, death.</li> <li>- Analyze how societal norms and personal beliefs may influence choices, behavior, and relationships; e.g., age, gender, culture, ethnicity.</li> <li>- Predict the possible impact of loss and grief on self and relationships.</li> </ul> <p>Demonstrate the ability to manage unhealthy or dangerous relationships or situations.</p> <ul style="list-style-type: none"> <li>- Summarize unhealthy behaviors; e.g., violence, coercion, selfishness, obsession, neediness, control, manipulation, apathy, aggression.</li> <li>- Identify sexual harassment behaviors.</li> <li>- Develop ways to manage sexual harassment of self and others.</li> <li>- Identify people, resources, and</li> </ul>	<p>with others.</p> <ul style="list-style-type: none"> <li>- Identify qualities and ways to build a healthy relationship with God.</li> <li>- Understand and appreciate the importance of loving unselfishly and responsibly.</li> <li>- Recognize the need to respect the boundaries of self and others.</li> <li>- Generate ways to communicate personal boundaries.</li> <li>- Identify positive ways to express interest in another person.</li> <li>- Develop ways to manage inappropriate or unwanted comments or advances from others.</li> </ul> <p>Develop ways to manage and/or adapt to changes in relationships.</p> <ul style="list-style-type: none"> <li>- Determine how relationships can and do change; e.g., friends moving away, new friends and/or family members, breakups, siblings, leaving or returning home, people aging, death.</li> <li>- Analyze how societal norms and personal beliefs may influence choices, behavior, and relationships; e.g., age, gender, culture, ethnicity.</li> <li>- Predict the possible impact of loss and grief on self and relationships.</li> </ul> <p>Demonstrate the ability to manage unhealthy or dangerous relationships or situations.</p> <ul style="list-style-type: none"> <li>- Summarize unhealthy behavior; e.g.,</li> </ul>
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	<p>services that may help with personal or relationship issues.</p> <p>Summarize the physical, social, and emotional changes that occur during adolescence.</p> <ul style="list-style-type: none"> <li>- Identify physical and emotional changes that occur during adolescence.</li> <li>- Explain differences in the female and male reproductive systems.</li> <li>- Explain how physical changes may affect one emotionally and socially.</li> <li>- Explain how a relationship with God can assist in times of change.</li> </ul> <p>Determine how abstinence from sexual activity can enhance the development of relationships.</p> <ul style="list-style-type: none"> <li>- Identify ways to show interest and express affection for one another.</li> <li>- Describe the benefits of sexual abstinence.</li> <li>- Predict how sexual activity may compromise both personal and relationship growth.</li> <li>- Describe the importance of proper relationships as described in the Gospels.</li> </ul>	<p>violence, coercion, selfishness, obsession, neediness, control, manipulation, apathy, aggression.</p> <ul style="list-style-type: none"> <li>- Identify sexual harassment behaviors.</li> <li>- Develop ways to manage sexual harassment of self and others.</li> <li>- Identify people, resources, and services that may help with personal or relationship issues.</li> </ul> <p>Summarize the physical, social, and emotional changes that occur during adolescence.</p> <ul style="list-style-type: none"> <li>- Identify physical and emotions changes that occur during adolescence.</li> <li>- Explain differences in the female and male reproductive systems.</li> <li>- Explain how physical changes may affect one emotionally and socially.</li> </ul> <p>Determine how abstinence from sexual activity can enhance the development of relationships.</p> <ul style="list-style-type: none"> <li>- Identify ways to show interest and express affection for one another.</li> <li>- Describe the benefits of sexual abstinence.</li> <li>- Predict how sexual activity may compromise both personal and relationship growth.</li> <li>- Understand and appreciate that sexual activity and sexual intercourse have</li> </ul>
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		<p>meaning and purpose only within a marriage commitment.</p> <p>Define homosexuality and related Church teaching.</p>
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**DISEASE PREVENTION AND HIV/AIDS EDUCATION**

<b>STANDARD 4</b> Students will summarize issues related to health promotion and disease prevention.		
Sixth Grade	Seventh Grade	Eighth Grade
<p><b>OBJECTIVE</b></p> <p>Describe the HIV disease continuum.</p> <ul style="list-style-type: none"> <li>- Explain the progression of the disease beginning with HIV infection.</li> <li>- Identify four ways the AIDS virus (HIV) is transmitted and prevented.</li> <li>- Explain that anyone can get AIDS.</li> </ul> <p>Demonstrate decision-making and refusal skills for HIV prevention.</p> <ul style="list-style-type: none"> <li>- List situations that pose a risk for transmission of HIV.</li> <li>- Manage situations involving exposure to body fluids.</li> <li>- Suggest ways to deal with peer pressure.</li> <li>- Discuss Christian response and health hazards related to any experimentation with sex or drugs.</li> </ul>	<p><b>OBJECTIVE</b></p> <p>Analyze how communicable and non-communicable diseases differ, and the roles of heredity and behavioral choices on each based on Christian Values.</p> <ul style="list-style-type: none"> <li>- Compare communicable and non-communicable diseases; e.g., influenza, mononucleosis, streptococcus, hepatitis, sexually transmitted infection; heart disease, cancers, emphysema, cirrhosis.</li> <li>- Identify methods of preventing the spread of communicable diseases; e.g., hand washing, personal hygiene, immunization, balanced diet, exercise, rest, abstinence from high-risk behavior.</li> <li>- Identify methods for reducing the risks of non-communicable diseases; e.g., exercise, non-use of alcohol, tobacco, and other drugs (ATOD),</li> </ul>	<p><b>OBJECTIVE</b></p> <p>Analyze how communicable and non-communicable diseases differ, and the roles of heredity and behavioral choices on each based on Christian values.</p> <ul style="list-style-type: none"> <li>- Compare communicable and non-communicable diseases; e.g., influenza, mononucleosis, streptococcus, hepatitis, sexually transmitted infection; heart disease, cancers, emphysema, cirrhosis.</li> <li>- Identify methods of preventing the spread of communicable diseases; e.g., hand washing, personal hygiene, immunization, balanced diet, exercise, rest, abstinence from high-risk behavior.</li> <li>- Identify methods for reducing the risks of non-communicable diseases; e.g., exercise, non-use of alcohol, tobacco, and other drugs (ATOD),</li> </ul>

	<p>balanced diet, regular check-ups, coping skills.</p> <ul style="list-style-type: none"> <li>- Summarize ways in which many diseases are treatable and manageable; e.g., proper use of medication, appropriate check-ups, diet, humor, exercise.</li> </ul> <p>Analyze the impact of HIV disease.</p> <ul style="list-style-type: none"> <li>- Determine the seriousness of HIV and its influence in our relationships, jobs, etc.</li> <li>- Describe the general physiology of HIV disease – stages, signs, and symptoms.</li> <li>- List the modes to transmission.</li> <li>- Determine methods of preventing HIV infection.</li> <li>- Learn about testing for HIV virus.</li> <li>- Describe how HIV/AIDS affects everyone locally and globally; e.g., family, peers, friends, society, economics, services, science.</li> </ul>	<p>balanced diet, regular check-ups, coping skills.</p> <ul style="list-style-type: none"> <li>- Summarize ways in which many diseases are treatable and manageable; e.g., proper use of medication, appropriate check-ups, diet, humor, exercise.</li> </ul> <p>Analyze the impact of HIV disease.</p> <ul style="list-style-type: none"> <li>- Determine the seriousness of HIV and its influence in our relationships, jobs, etc.</li> <li>- Describe the general physiology of HIV disease</li> <li>- List the modes of transmission.</li> <li>- Determine methods of preventing HIV infection.</li> <li>- Describe hoe HIV/AIDS affects everyone locally and globally; e.g., family, peers, friends, society, economics, services, science.</li> </ul> <p>Understand the risks of HIV.</p> <ul style="list-style-type: none"> <li>- Explain the morality and risk of HIV infection involved in sexual intercourse outside of faithful marriage.</li> <li>- Explain the morality and risk of HIV infection involved in using condoms.</li> <li>- Explain the remote risk involved in transfusion with infected blood, blood products or unsterilized needles.</li> </ul> <p>Explain the risk to the unborn child of an</p>
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infected mother.

**SAFETY AND INJURY/VIOLENCE PREVENTION**

STANDARD 5 Students will assess how individual behavior affects personal and community health and safety.		
Sixth Grade	Seventh Grade	Eighth Grade
<p><b>OBJECTIVE</b></p> <p>Manage abusive situations.</p> <ul style="list-style-type: none"><li>- Recognize abusive situations; e.g., physical, emotional, and sexual.</li><li>- Identify sources of responsible help for self and others; e.g., parents, grandparents, school counselors, teachers, health professionals, clergy.</li></ul> <p>Examine emotions that may lead to violence, and determine safe ways to manage them.</p> <ul style="list-style-type: none"><li>- Identify strategies to appropriately and safely manage emotions that may otherwise lead to violence toward self or others.</li><li>- Explain the effects that substance abuse can have on family, friends, and community.</li></ul>	<p><b>OBJECTIVE</b></p> <p>Determine an individual's role and responsibility in creating a safe and caring community.</p> <ul style="list-style-type: none"><li>- Identify the core values, characteristics, and advantages of a safe caring community.</li><li>- Contribute to making school a safe and caring community; e.g., following classroom and school rules, reporting suspicious behavior, respect.</li></ul> <p>Practice assertive communication, problem-solving, and conflict management skills.</p> <ul style="list-style-type: none"><li>- Identify emotions that may lead to harming self or others; e.g., jealousy, euphoria, grief, frustration, anger, sense of failure.</li><li>- Develop ways to manage abusive behavior towards self or others.</li><li>- Develop ways to reinforce healthy decisions made by peers.</li><li>- Describe how to access health-related school and community resources.</li></ul>	<p><b>OBJECTIVE</b></p> <p>Determine an individual's role and responsibility in creating a safe and caring community.</p> <ul style="list-style-type: none"><li>- Identify the core values, characteristics, and advantages of a safe caring community.</li><li>- Contribute to making school a safe and caring community; e.g., following classroom and school rules, reporting suspicious behavior, respect.</li></ul> <p>Practice assertive communication, problem-solving, and conflict management skills.</p> <ul style="list-style-type: none"><li>- Identify emotions that may lead to harming self or others; e.g., jealousy, euphoria, grief, frustration, anger, sense of failure.</li><li>- Develop ways to manage abusive behavior towards self or others.</li><li>- Develop ways to reinforce healthy decisions made by peers.</li><li>- Describe how to access health-related school and community resources.</li></ul>

	<p>Determine the impact of suicide and the importance of prevention.</p> <ul style="list-style-type: none"> <li>- Identify the impact of suicide; e.g., finality and irreversibility, loss of opportunities, guilt, effect on family and friends.</li> <li>- Identify factors contributing to suicide risk; e.g., depression, substance use, coping skill, events.</li> <li>- Determine steps that could be taken to help oneself or another prevent suicide; e.g., listen, question, persuade, make referral.</li> </ul> <p>Create safety plans to mitigate a variety of risks.</p> <ul style="list-style-type: none"> <li>- Identify potentially dangerous situations that could result in intentional or unintentional injury.</li> <li>- Identify a person(s) to rely on in risky situations.</li> <li>- Create a personal safety plan related to an identified risk.</li> </ul> <p>Critically analyze media influences regarding violence and safety.</p> <ul style="list-style-type: none"> <li>- Determine how the various types of media influence people; e.g., emotions, beliefs, values, actions.</li> </ul> <p>Demonstrate ability to respond effectively in an emergency situation.</p> <ul style="list-style-type: none"> <li>- Identify emergency number and</li> </ul>	<p>Determine the impact of suicide and the importance of prevention.</p> <ul style="list-style-type: none"> <li>- Identify the impact of suicide; e.g., finality and irreversibility, loss of opportunities, guilt, effect on family and friends.</li> <li>- Identify factors contributing to suicide risk; e.g., depression, substance use, coping skill, events.</li> <li>- Determine steps that could be taken to help oneself or another prevent suicide; e.g., listen, question, persuade, make referral.</li> </ul> <p>Create safety plans to mitigate a variety of risks.</p> <ul style="list-style-type: none"> <li>- Identify potentially dangerous situations that could result in intentional or unintentional injury.</li> <li>- Identify a person(s) to rely on in risky situations.</li> <li>- Create a personal safety plan related to an identified risk.</li> </ul> <p>Critically analyze media influences regarding violence and safety.</p> <ul style="list-style-type: none"> <li>- Determine how the various types of media influence people; e.g., emotions, beliefs, values, actions.</li> </ul> <p>Demonstrate ability to respond effectively in an emergency situation.</p> <ul style="list-style-type: none"> <li>- Identify emergency number and</li> </ul>
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	<p>information.</p> <ul style="list-style-type: none"> <li>- Identify basic first aid for common medical emergencies.</li> <li>- Practice emergency escape or response procedures to a variety of risks; e.g., earthquake, fire, hostage situation, injury.</li> </ul>	<p>information.</p> <ul style="list-style-type: none"> <li>- Identify basic first aid for common medical emergencies.</li> <li>- Practice emergency escape or response procedures to a variety of risks; e.g., earthquake, fire, hostage situation, injury.</li> </ul>
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**NUTRITION AND FITNESS**

STANDARD 6 Students will summarize the benefits of adopting healthy nutritional and fitness behaviors.		
Sixth Grade	Seventh Grade	Eighth Grade
<p><b>OBJECTIVE</b></p> <p>Evaluate food intake and levels of activity.</p> <ul style="list-style-type: none"> <li>- Analyze food intake and compare to <u>Dietary Guidelines for Americans</u>.</li> <li>- Choose activities to maintain or improve fitness.</li> <li>- Examine how weight can be managed in a healthy manner.</li> </ul> <p>Compare a variety of food preparation techniques.</p> <ul style="list-style-type: none"> <li>- Explain the impact of food preparation on nutritional content.</li> </ul> <p>Explain nutritional labeling and identify nutritional content.</p> <ul style="list-style-type: none"> <li>- Recognize serving size information.</li> </ul> <p>Recognize the dangers of dysfunctional</p>	<p><b>OBJECTIVE</b></p> <p>Analyze the benefits of good nutrition and physical fitness.</p> <ul style="list-style-type: none"> <li>- Explain how following the food guide pyramid can help ensure proper nutrition.</li> <li>- Determine the benefits of proper food handling and preparation.</li> <li>- Describe the benefits of physical fitness.</li> </ul> <p>Analyze the impact of the National Dietary Guidelines on helping prevent diet-related illnesses.</p> <ul style="list-style-type: none"> <li>- List the seven dietary guidelines.</li> <li>- Identify common factors that contribute to nutrient-related illnesses; e.g., lack of iron, calcium.</li> <li>- Determine the influence of heredity</li> </ul>	<p><b>OBJECTIVE</b></p> <p>Analyze the benefits of good nutrition and physical fitness.</p> <ul style="list-style-type: none"> <li>- Explain how following the food guide pyramid can help ensure proper nutrition.</li> <li>- Determine the benefits of proper food handling and preparation.</li> <li>- Describe the benefits of physical fitness.</li> </ul> <p>Analyze the impact of the National Dietary Guidelines on helping prevent diet-related illnesses.</p> <ul style="list-style-type: none"> <li>- List the seven dietary guidelines sources.</li> <li>- Identify common factors that contribute to nutrient-related illnesses; e.g., lack of iron, calcium.</li> </ul>

<p>eating.</p> <ul style="list-style-type: none"> <li>- Identify eating habits that may be dysfunctional; e.g., unbalanced diet, fad dieting, compulsive overeating, bulimia nervosa, and anorexia nervosa.</li> <li>- Determine how dysfunctional eating may have negative effects on mental, physical, and social health.</li> </ul>	<p>on illnesses.</p>	<ul style="list-style-type: none"> <li>- Determine the influence of heredity on illnesses.</li> </ul>
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**CONSUMER AND COMMUNITY HEALTH**

STANDARD 7 Students will evaluate basic health information needed to advocate for personal, peer, and family health.		
Sixth Grade	Seventh Grade	Eighth Grade
<p><b>OBJECTIVE</b></p> <p>Practice in service learning that benefits the environment.</p> <ul style="list-style-type: none"> <li>- Describe an individual’s role in protecting the environment.</li> <li>- Identify environmental protection needs.</li> <li>- Plan, implement, and report on environmental service.</li> </ul> <p>Research and summarize the reliability of health resources and information.</p> <ul style="list-style-type: none"> <li>- Identify and evaluate various types of health resources and information; e.g., pamphlets, journals, Internet, folklore,</li> </ul>	<p><b>OBJECTIVE</b></p> <p>Evaluate the reliability of health information and services based on established criteria.</p> <ul style="list-style-type: none"> <li>- Identify a variety of information sources; e.g., Internet, infomercials, pamphlets, public health department, television, telephone books, clinics, magazine ads.</li> <li>- Develop criteria for determining reliability of health information and services</li> </ul> <p>Create an advocacy plan to address a health related need.</p>	<p><b>OBJECTIVE</b></p> <p>Evaluate the reliability of health information and services based on established criteria.</p> <ul style="list-style-type: none"> <li>- Identify a variety of information sources; e.g., Internet, infomercials, pamphlets, public health department, television, telephone books, clinics, magazine ads.</li> <li>- Develop criteria for determining reliability of health information and services</li> </ul> <p>Create an advocacy plan to address a health related need.</p>

<p>peers, fact lines, quackery, healthcare professionals media.</p> <p>Determine ways to be a more effective health consumer.</p> <ul style="list-style-type: none"> <li>- Recognize positive and negative medical influences on making healthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a variety of advocacy skills; e.g., peer education, dialogue, presentation, letter writing, telephoning, lobbying.</li> </ul>
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