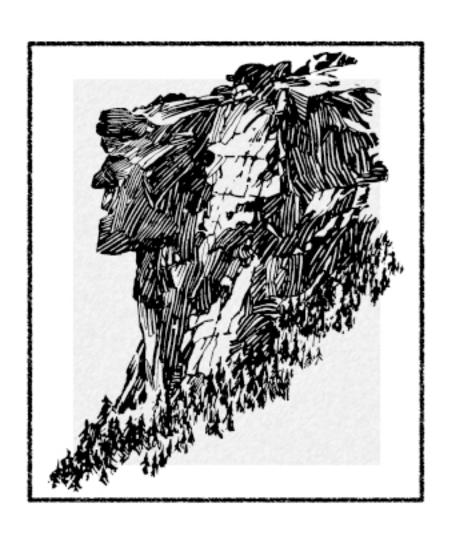
Middle School Curriculum Guidelines



Alcohol and Other Drugs—Middle School

Over-the-counter medicines and prescription medications are drugs used to treat illness. These drugs have both benefits and risks. Alcohol and other drug use refers to all types of alcohol, including beer and wine, and many other drugs, including marijuana, steroids, and inhalants. The use of alcohol and other drugs (AOD) has both short-term and long-term risks. AOD use has physical, social, and emotional effects, including dependence and addiction. A variety of influences affect the choice to avoid the use of AOD.



Content	Descriptors
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Skill Assessment Link

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

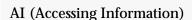
Related Skills (Not Linked to Assessment)

1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs

Students need to know:

- 1.1 risks of dependence and addiction
- 1.2 physical, social, and emotional effects of AOD use







DM (Decision Making)



GS (Goal Setting)



Students need to know:

- 2.1 risks of dependence and addiction
- 2.2 physical, social, and emotional effects of AOD use
- 2.3 signs and behaviors of AOD
- 2.4 effects of binge drinking
- 2.5 effects of inhalant use
- 2.6 effects of marijuana use
- 2.7 effects of use of other smoked illicit drugs
- 2.8 relationship between AOD use and transportation injuries
- 2.9 relationship between AOD use and other injuries
- 2.10 relationship between AOD use and sexual behavior
- 2.11 relationship between AOD use and mental health
- 2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

DM



Decision Making



Setting

Student work must:

- be personalized
- show progression through a decisionmaking process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision

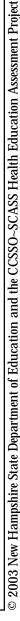
Student work must:

- show clear progression through a goalsetting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action



AI (Accessing Information)





Students need to know:

- 3.1 pressures to use
- 3.2 internal influences
- 3.3 family influences
- 3.4 peer influences
- 3.5 cultural influences
- 3.6 legal factors
- 3.7 influences on different levels of AOD use

INF



Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/ dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

IC



Interpersonal Communication

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

4. Healthful Choices about AOD Use

Students need to know:

- 4.1 how to accept personal responsibility for choices about AOD use
- 4.2 how to make a personal commitment not to use

DM



Decision Making

Student work must:

- be personalized
- show progression through a decisionmaking process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision

GS



Goal Setting

Student work must:

- show clear progression through a goalsetting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)



SM (Self Management)

2003 New Hampshire State Department of Education and the CCSSO-SCASS Health Education Assessment Project

5. Communicating Healthful Choices about AOD Use

Students need to know:

- 5.1 effects and consequences of other non-medicinal drug use
- 5.2 how to get help
- 5.3 how to deal with pressure to use
- 5.4 how to encourage others not to use

IC





Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

ΑV



Advocacy

Student work must:

- show evidence of a clear, healthenhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

Related Skills (Not Linked to Assessment)

AI (Accessing Information)

Injury Prevention— Middle School

INJ



Important injury prevention concepts include fire and water safety; first aid prevention and care for injuries; pedestrian, bicycle, and vehicle safety; prevention of violence, including suicide; and the use of protective equipment during work and sports and other leisure activities.

Content Descriptors	Skill Assessment Link	
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.

1. Fire Safety

Students need to know:

- 1.1 strategies to prevent fires
- 1.2 escape plans
- 1.3 how to access resources for getting help
- 1.4 strategies to stay safe around electricity





Related Skills (Not Linked to Assessment)

SM (Self Management)



2. Water Safety

Students need to know:

- 2.1 importance of avoiding AOD use
- 2.2 strategies to rescue self
- 2.3 strategies to help self and others
- 2.4 precautions when entering or being around water

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)



DM (Decision Making)



GS (Goal Setting)



AV (Advocacy)

3. First Aid

Students need to know:

- 3.1 how to assess the situation
- 3.2 how to get help
- 3.3 universal precautions (infection control procedures)
- 3.4 steps for rescue breathing
- 3.5 how to stop bleeding
- 3.6 how to clear respiratory obstructions (choking)
- 3.7 how to care for burns
- 3.8 how to prevent and care for poisonings

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)



AI (Accessing Information)



DM (Decision Making)



GS (Goal Setting)

4. Transportation Safety

Students need to know:

- 4.1 how to use protective equipment
- 4.2 how to use motorized vehicles safely (e.g., motorcycles, ATVs, snowmobiles, jet skis
- 4.3 strategies for bicycle safety
- 4.4 how to use public transportation safely

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

DM



Decision Making

Student work must:

- be personalized
- show progression through a decisionmaking process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision

Related Skills (Not Linked to Assessment)





IC (Interpersonal Communication)

5. Violence Prevention

Students need to know:

- 5.1 ways to avoid interpersonal conflict
- 5.2 conflict resolution techniques
- 5.3 how to avoid fighting/bullying
- 5.4 importance of not carrying a weapon
- 5.5 how to report weapons
- gun safety 5.6
- ways to prevent child abuse 5.7
- 5.8 causes of conflict in schools and communities
- 5.9 valid sources for getting help

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Student work must:

IC



Interpersonal Communication

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)



DM (Decision Making)



GS (Goal Setting)



6. Use of Protective Equipment

Students need to know:

- 6.1 use of protective equipment for sports and leisure activities
- 6.2 use of protective equipment at home, school, and work



Setting

Student work must:

- show clear progression through a goalsetting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action





Related Skills (Not Linked to Assessment)

INF (Analyzing Influences)



7. Suicide Prevention

Students need to know:

- 7.1 how to identify stressors
- 7.2 how to recognize signs of depression and mental illness
- 7.3 how to get help for self and others
- 7.4 influence of AOD use on depression

ΑI

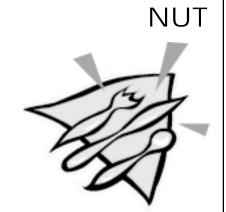


Accessing Information

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Nutrition— Middle School

Healthful nutrition contributes to growth and energy and helps prevent chronic diseases such as cancer and heart disease. Important concepts include the need for variety in food choices and recommended proportions of foods consistent with the Food Guide Pyramid. Consuming more water, fruits, vegetables, grains, and calcium-rich foods also contributes to health. Nutrition labels provide important information to help consumers choose foods lower in fat, saturated fat, and cholesterol, as well as sodium and sugar content. Balancing food intake and physical activity contributes to health.



Content Descriptors	Skill Assessment Link

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Healthful Eating

Students need to know:

- 1.1 benefits of healthful eating (short-term and long-term benefits and risks)
- 1.2 how to select variety and proportions of foods (consistent with Food Guide Pyramid)
- 1.3 benefits of consuming more water, fruits, vegetables, grains, and calcium-rich foods
- 1.4 benefits of decreasing fat intake
- 1.5 benefits of moderating sugar intake

DM



Decision Making

Student work must:

- be personalized
- show progression through a decisionmaking process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision

- show clear progression through a goalsetting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action







1. Healthy Eating, continued

- 1.6 how to assess personal nutritional needs, preferences, and practices
- 1.7 strategies for overcoming barriers to healthful eating
- 1.8 how to prepare healthful meals for self and others





Related Skills (Not Linked to Assessment)

AI (Accessing Information)

SM (Self Management)

2. Accessing Nutrition Information and Products

Students need to know:

- 2.1 how to read food nutrition labels
- 2.2 how to use the Food Guide Pyramid
- 2.3 how to use the Dietary Guidelines
- 2.4 how to assess validity of claims of nutritional supplements and weight loss products

ΑI



Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

3. Influences on Food Choices

Students need to know:

- 3.1 how to assess personal likes and dislikes
- 3.2 family influences
- 3.3 peer influences
- 3.4 cultural influences
- 3.5 how marketing, packaging, and advertising influence food choices
- 3.6 how moods and emotions influence food choices

INF



Analyzing Influences

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/ dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

Students need to know:

- 4.1 how to assess food intake to determine energy intake
- 4.2 how energy is expended during exercise/activity
- 4.3 healthful weight management practices

ΑI



Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source







Related Skills (Not Linked to Assessment)

DM (Decision Making)

GS (Goal Setting)

5. Food Safety

Students need to know:

- 5.1 importance of cleanliness
- 5.2 techniques for safe food preparation, serving, and storage
- 5.3 reasons for food safety







Related Skills (Not Linked to Assessment)

AI (Accessing Information)

SM (Self Management)

Physical Activity— Middle School

Physical activity has both benefits and risks. Regular physical activity promotes cardiovascular health. Exercise needs are based on frequency, intensity, and duration. Planning for physical activity needs to consider a variety of factors, including personal fitness levels, overcoming barriers, and protecting the body from exposure to the elements. The use of protective sports equipment helps prevent injuries.





Content Descriptors	Skill Assessment Link	
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.

1. Healthful Physical Activity

Students need to know:

- 1.1 benefits and risks of physical activity, including mental and social benefits
- 1.2 how to evaluate exercise needs: frequency, intensity, duration
- 1.3 phases of a workout: warmup, work out, cool down
- 1.4 types of exercise: aerobic, stretching, strengthening
- 1.5 physiological responses to physical activity (energy expenditure, heart rate, respiratory rate, resting heart rate)

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

GS



Goal Setting

- show clear progression through a goalsetting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

Content Descriptors

Skill Assessment Link

1. Healthful Physical Activity, continued

- 1.6 how to assess personal physical activity levels
- 1.7 how to develop plans that include types and amounts of activity and focus on health-related physical fitness
- 1.8 strategies for overcoming barriers to physical activity
- 1.9 strategies for protection from cold, heat, and sun during activity, e.g., hydration, sunscreen
- 1.10 relationship between healthful physical activity and weight management

2. Influences on Physical Activity

Students need to know:

- 2.1 internal influences (enjoyment, satisfaction)
- 2.2 family influences
- 2.3 peer influences
- 2.4 media influences

INF



Analyzing Influences

- identify and analyze external factors,
 e.g., media, parents, ethnic, legal,
 peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

Students need to know:

- 3.1 how to use protective equipment
- 3.2 techniques to prevent the spread of blood-borne pathogens
- 3.3 techniques to warm-up
- 3.4 ways to avoid dangerous activities

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

4. Effects of Drugs on Fitness Students need to know:

- 4.1 effects of tobacco, alcohol, and other drugs on performance
- 4.2 how to assess validity of claims of performance-enhancing drugs and nutritional supplements

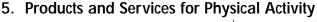




Related Skills (Not Linked to Assessment)

AI (Accessing Information)

AV (Advocacy)



Students need to know:

- 5.1 how to select products, services, and facilities related to physical activity
- 5.2 how to assess validity of fitness claims



Related Skills (Not Linked to Assessment)

AI (Accessing Information)

Family Life and Sexuality — Middle School

FLS

Growth and development is a dynamic maturing process with physical, mental, emotional, and social aspects. Personal and family relationships and influences are central to attitudes and decisions about sexual behavior. Unprotected sex can lead to unintended pregnancy and sexually transmitted disease (STD), including HIV/AIDS. Abstinence is the most effective method of preventing pregnancy and STD. Different methods of contraception have varying effectiveness in preventing pregnancy and STD.

Content Descriptors	Skill Assessment Link	
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.

1. Families and Relationships

Students need to know:

- 1.1 ways to communicate respect for self and others
- 1.2 diversity of relationships
- 1.3 effects of changes in family dynamics after birth, marriage, divorce, death, etc.

IC



Interpersonal Communication

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off



2. Growth and Development

Students need to know:

- 2.1 emotional changes
- 2.2 physical changes
- 2.3 social changes
- 2.4 about puberty and adolescence
- 2.5 about changes during the life cycle (birth, childhood, aging, death)

ΑI



Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

INF



Analyzing Influences

Student work must:

- identify and analyze external factors,
 e.g., media, parents, ethnic, legal, peers,
 geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

3. Sexual Behavior

Students need to know:

- 3.1 how to make a personal commitment to abstain from sexual intercourse
- 3.2 that most students are not engaging in sexual intercourse
- 3.3 how to refuse unwanted or unprotected sex
- 3.4 benefits of setting sexual limits, e.g., staying in school, reputation, achieving future goals
- 3.5 strategies to show respect for sexual limits of others

C.



Interpersonal Communication

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off



3. Sexual Behavior, continued

- 3.6 strategies to deal with pressures to cross sexual limits
- 3.7 effects of alcohol and other drug use on sexual behavior
- 3.8 risks of unintended pregnancy and disease with unprotected sexual intercourse
- 3.9 influences on sexual behavior, e.g., family, peers, religion, media, culture, internal

INF



Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/ dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

DM



Decision Making

Student work must:

- be personalized
- show progression through a decisionmaking process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision

AV



Advocacy

- show evidence of a clear, healthenhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

4. HIV and Other STD Prevention

Students need to know:

- 4.1 risks of HIV and other STDs
- 4.2 common signs and symptoms of HIV and other STDs
- 4.3 common routes of transmission of HIV and other STDs
- 4.4 effective prevention strategies—abstinence is the most effective
- 4.5 that HIV and other STDs can be asymptomatic
- 4.6 consequences of untreated HIV and other STDs
- 4.7 treatment options
- 4.8 valid sources of information and help
- 4.9 importance of having compassion for people with HIV

ΑI



Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Related Skills (Not Linked to Assessment)



AV (Advocacy)

5. Pregnancy Prevention

Students need to know:

- 5.1 that abstinence is the most effective prevention method
- 5.2 facts and myths about contraceptive methods
- 5.3 valid sources to get help
- 5.4 effective methods and steps for prevention

ΑI



Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source



Related Skills (Not Linked to Assessment)

Tobacco—Middle School

All types of tobacco have both short-term and long-term negative health consequences. Tobacco smoke contains substances that are harmful to the health of both smokers and nonsmokers. Tobacco use has negative effects on several body systems. The choice to be tobacco-free promotes individual well-being and helps prevent disease. A variety of influences affect attitudes and choices about tobacco.

TOB



Content Descriptors

Content descriptors can be linked to specific skills for student assessment.

Skill Assessment Link

The skill assessment link provides criteria to measure student performance.

1. Short-Term and Long-Term Risks of Tobacco Use

Students need to know:

- 1.1 addictive effects of nicotine
- 1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance
- 1.3 harmful effects of tobacco smoke
- 1.4 risks of different types of tobacco products

DM



Decision Making

Student work must:

- be personalized
- show progression through a decisionmaking process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision

Related Skills (Not Linked to Assessment)





AI (Accessing Information)



2. Influences on Tobacco Use

Students need to know:

- 2.1 internal influences
- 2.2 family influences
- 2.3 peer influences
- 2.4 advertising strategies
- 2.5 how to identify role models
- 2.6 media influences
- 2.7 legal factors

INF



Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/ dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

3. Choosing to be Tobacco Free

Students need to know:

- 3.1 how to make a personal commitment not to use
- 3.2 strategies to resist pressure to use
- 3.3 ways to communicate personal attitudes about tobacco
- 3.4 how to advocate for a tobacco-free environment
- 3.5 ways to support others to be tobacco free
- 3.6 that most people do not use tobacco
- 3.7 healthful alternatives to tobacco use
- 3.8 resources to quit using tobacco products
- 3.9 the difficulty of stopping tobacco use

GS

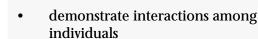


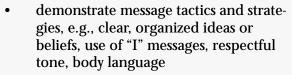
Goal Setting

Student work must:

- show clear progression through a goalsetting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

Student work must:





 demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off



Interpersonal Communication





3. Choosing to be Tobacco Free, continued

ΑV



Advocacy

Student work must:

- show evidence of a clear, healthenhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

Related Skills (Not Linked to Assessment)



AI (Accessing Information)

4. Benefits of Being Tobacco Free

Students need to know:

- 4.1 long-term and short-term health benefits
- 4.2 social benefits
- 4.3 financial benefits

DM



Decision Making

Student work must:

- be personalized
- show progression through a decisionmaking process
 - + identify the decision to be made
 - + consider options and consequences
 - + take action or make decision
 - + evaluate or reflect on the decision



INF (Analyzing Influences)



Mental Health— Middle School

MH

A positive self-image is an important component of mental and emotional health. Emotional health includes the ability to express needs, wants, and feelings; to handle emotions in positive ways; to manage anger and conflict; and to deal with frustration. Stress management skills contribute to mental health. Interpersonal skills help build and maintain relationships.



Content Descriptors	Skill Assessment Link	
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.

1. Positive Self-Image

Students need to know:

- 1.1 personal assets and strengths
- 1.2 characteristics of positive role models
- 1.3 how to develop and demonstrate a sense of belonging (connectiveness)
- 1.4 how to develop and demonstrate a sense of power (empowerment)
- 1.5 how to develop and demonstrate a positive body image

INF



Analyzing Influences

Student work must:

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/ dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

Related Skills (Not Linked to Assessment)



AI (Accessing Information)



Students need to know:

- 2.1 how to express needs, wants, and feelings appropriately
- 2.2 positive ways to handle/ express emotions, e.g., mood swings, hurt feelings, loneliness, sadness
- 2.3 ways to manage and reduce anger and conflict
- 2.4 ways to deal with frustration
- 2.5 how emotions and behaviors change during adolescence
- 2.6 techniques to prepare for high school and beyond

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

IC



Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

Related Skills (Not Linked to Assessment)



INF (Analyzing Influences)

2003 New Hampshire State Department of Education and the CCSSO~SCASS Health Education Assessment Project

3. Interpersonal Relationships and Communication

Students need to know:

- 3.1 how to build and maintain healthy friendships
- 3.2 skills for effective speaking, e.g., I-statements, eye contact, assertiveness
- 3.3 effective listening skills, e.g., reflective listening
- 3.4 characteristics of nonverbal communication
- 3.5 ways to communicate respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity
- 3.6 how to resist peer pressure
- 3.7 appropriate ways to end relationships
- 3.8 how to advocate for needs and rights of others
- 3.9 how to advocate for a healthy social environment
- 3.10 how to advocate for fairness

IC





Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, e.g., clear, organized ideas or beliefs, use of "I" messages, respectful tone, body language
- demonstrate refusals, e.g., clear "no" statement, walk away, provide a reason, delay, change the subject, repeat refusal, provide an excuse, put it off

ΑV



Advocacy

Student work must:

- show evidence of a clear, healthenhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

INF



Analyzing Influences

- identify and analyze external factors, e.g., media, parents, ethnic, legal, peers, geographic, societal, technology
- identify and analyze internal factors, e.g., curiosity, interests, desires, fears, likes/ dislikes
- address interrelationships and complexity of influences
- present variety of influences as appropriate

Students need to know:

- 4.1 how to analyze stressors, e.g., death, ending relationships, changing schools, rejection
- 4.2 coping strategies to reduce stress
- 4.3 ways to avoid stress
- 4.4 strategies for transitioning into high school and beyond

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

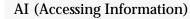
Related Skills (Not Linked to Assessment)

5. Mental Health Problems

Students need to know:

- 5.1 signs, behaviors, and symptoms of depression and other mental illness, including suicide
- 5.2 interaction of alcohol and other drug use with mental illness











IC (Interpersonal Communication)

6. Resources and Support

Students need to know:

- 6.1 when to get help
- 6.2 why to get help
- 6.3 valid sources of information and help
- 6.4 how to identify support systems (formal and informal)

ΑI



Accessing Information

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Personal and Consumer Health—Middle School

PCH



Personal health choices and behaviors play an important role in disease prevention. Personal hygiene, including dental care, contributes to health. Selecting and using effective health care products and services contributes to health.

Content Descriptors	Skill Assessment Link		
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.)	

1. Personal Health Care

Students need to know:

- 1.1 importance of hand washing
- 1.2 importance of bathing
- 1.3 importance of clean clothing
- 1.4 importance of clean hair
- 1.5 effective tooth care: brushing and flossing
- 1.6 techniques to care for teeth with braces
- 1.7 benefits of regular dental cleaning and checkups
- 1.8 body changes that occur during growth and development
- 1.9 appropriate skin care to prevent and treat acne

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)







INF (Analyzing Influences)

AI (Accessing Information)

2. Preventing Disease and Infection

Students need to know:

- 2.1 importance of immunizations
- 2.2 importance of using sunscreen
- 2.3 importance of wearing protective clothing
- 2.4 how fads affect health, e.g., body piercing, tattooing, artificial fingernails, hair dyes
- 2.5 ways to manage diabetes, asthma, and allergies

SM



Self Management

Student work must:

- identify healthful behaviors, e.g., stress management and coping strategies
- demonstrate healthful behaviors, habits, and/or techniques
- identify protective behaviors, e.g., first aid techniques, safety steps, strategies to avoid/manage unhealthy or dangerous situations
- list steps in correct order if appropriate

Related Skills (Not Linked to Assessment)



AV (Advocacy)

3. Selecting and Using Health Care Products and Services

Students need to know:

- 3.1 benefits of regular medical and dental checkups and screenings
- 3.2 how to use prescribed and over-the-counter medicines appropriately
- 3.3 similarities and differences among a variety of health care products and services
- 3.4 how to assess validity of claims made by promoters of health care products and services
- 3.5 how to communicate with health care providers about personal health

ΑI



Accessing Information

Student work must:

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

Stud



Goal Setting

Student work must:

- show clear progression through a goalsetting process
 - + include a clear goal statement
 - + identify a realistic goal
 - + present a plan for reaching the goal
 - + evaluate or reflect on action

Related Skills (Not Linked to Assessment)

IC (Interpersonal Communication)





Community and Environmental Health—Middle School

CEH



Communities provide many resources that promote health, including hospitals, health departments, voluntary agencies, and health care professionals. Threats to community health include alcohol and other drug use, tobacco use and advertising, and unsafe conditions such as lack of bike paths. Environmental health risks that require community involvement include UV light, lead, asbestos, pesticides and unclean water. Responsible individual behavior contributes to the health of the environment and the community.

Content Descriptors	Skill Assessment Link		
Content descriptors can be linked to specific skills for student assessment.		The skill assessment link provides criteria to measure student performance.	

1. Community Health Services

Students need to know:

- 1.1 home, school and community resources to promote health, e.g., library, Internet, health department, voluntary agencies
- 1.2 how to access health agencies, e.g., health departments, voluntary agencies, private health care
- 1.3 how to identify public service community health activities

ΑI



Accessing Information

- identify or cite specific sources
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs
- identify the type of help available from source

1. Community Health Services, continued

ΑV



Advocacy

Student work must:

- show evidence of a clear, healthenhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction

2. Environmental Health and Resource Conservation

Students need to know:

- 2.1 environmental health risks
- 2.2 how to analyze the community for health problems
- 2.3 how to advocate for the protection of natural resources
- 2.4 that individual behavior affects the environment and the community, e.g., recycling

ΑV



Advocacy

Student work must:

- show evidence of a clear, healthenhancing stand
- support the position with relevant information
- show awareness of audience
- encourage others to make healthful choices
- demonstrate passion/conviction





Related Skills (Not Linked to Assessment)

DM (Decision Making)

GS (Goal Setting)