

Middle Health Topics & Standards by Grade Level

Fifth Grade

Core Idea	Standard	Additional Information	
Health is influenced by the interaction of body systems.	2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).		
Puberty is a time of physical, social, and emotional changes.	• 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.		
	• 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.		
	• 2.1.5.PGD.4: Explain common human sexual development and the role of hormones.		
	• 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.		
Pregnancy can be achieved through a variety of methods.	• 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.	Related to Peer Pressure lesson and consequences	
	• 2.1.5.PGD.2: Explain the range of ways pregnancy can occur		
All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	• 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.	SAMPLE LESSON	
	• 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.		
	• 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.		
There are actions that individuals can take to help prevent diseases and stay healthy.	2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.		
	2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)		
	2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).		

Sixth Grade *22-23 School Year will also include Puberty & Reproduction topics from 5th grade (as it was previously taught in 6th grade).

Core Idea	Standard	Additional Information
Individual actions, genetics, and family history can play a role in an individual's personal health.	• 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.	
	• 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.	
Responsible actions regarding behavior can impact the development and health of oneself and others.	• 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.	
Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	• 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.	
	• 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.	Science- Climate Change instruction
Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.	2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.	
	2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.	
The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.	2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.	
	2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.	
	2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.	
	2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.	
	2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.	
Lifelines Suicide Prevention (State Mandate)	Understanding basic facts about suicide and problem solving strategies. Discussion of communication, identifying trusted adults, and help-seeking behaviors.	

Seventh Grade

Core Idea	Standard	Additional Information
Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	<ul style="list-style-type: none"> • 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 	
	<ul style="list-style-type: none"> • 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 	
Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.	
Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others	
Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.	2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully	
	2.3.8.PS.7: Evaluate the impact of technology and social media on relationships	
A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.	2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.	
	2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.	
The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.	
	2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.	
	2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.	
Lifelines Suicide Prevention (State Mandate)	Identifying when a friend is in trouble, discussing how to help a friend, identify resources to get help. Demonstrate a willingness and ability to help themselves or a troubled friend.	

Eighth Grade

Core Idea	Standard	Additional Information
Individual actions, genetics, and family history can play a role in an individual's personal health.	<ul style="list-style-type: none"> • 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. 	
An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.	<ul style="list-style-type: none"> • 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. 	
	<ul style="list-style-type: none"> • 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. 	
	<ul style="list-style-type: none"> • 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. 	
There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.	<ul style="list-style-type: none"> • 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. 	
	<ul style="list-style-type: none"> • 2.1.8.PP.5: Identify resources to assist with parenting. 	
Inclusive schools and communities are accepting of all people and make them feel welcome and included.	<ul style="list-style-type: none"> • 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. 	SAMPLE POSTER
	<ul style="list-style-type: none"> • 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. 	"Inclusive Schools Week" SAMPLE LESSON
Relationships are influenced by a wide variety of factors, individuals, and behaviors.	<ul style="list-style-type: none"> • 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships. 	
	<ul style="list-style-type: none"> • 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. 	
	<ul style="list-style-type: none"> • 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. 	
	<ul style="list-style-type: none"> • 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. 	
There are factors that contribute to making healthy decisions about sex.	<ul style="list-style-type: none"> • 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. 	
	<ul style="list-style-type: none"> • 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances). 	
	<ul style="list-style-type: none"> • 2.1.8.SSH.9: Define vaginal, oral, and anal sex. 	Tied in with Consent, STI lessons. Clinical definitions only
	<ul style="list-style-type: none"> • 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). 	
	<ul style="list-style-type: none"> • 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). 	

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	• 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.	
	• 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.	
	• 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.	
	• 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.	
Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	2.3.8.PS.2: Define sexual consent and sexual agency.	
	2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health	
	2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.	
	2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe	
Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.	2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness	
	2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).	
	2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.	