



Browse Quality Core Curriculum Standards by subject

Subject: Health**Grade: 6**Strand: Alcohol, Tobacco & Other Drugs

- 1** **Topic:** Policy and Law
Standard: Examines school rules, system policies, and local, state, and federal laws regulating purchase, sale, use, and possession of alcohol, tobacco products, and other drugs.
- 2** **Topic:** Effects
Standard: Analyzes the impact of the use of alcohol, tobacco products, and other drugs on the individual, family, and community.
- 3** **Topic:** Consequences
Standard: Recognizes and assesses the effects that alcohol and other drugs could have on individuals operating vehicles and other equipment, including the consequences of riding or being with someone under the influence.
- 4** **Topic:** Risk Factors
Standard: Assesses personal risk factors (e.g., heredity, family and peer drug use, and academic failure) and protective factors (e.g., positive adult models, coping skills, knowledge of resources, and self-sufficiency) for drug use.

Strand: Disease Prevention

- 5** **Topic:** Communicable Diseases
Standard: Identifies methods to prevent the spread of communicable diseases (e.g., mononucleosis, tuberculosis, etc.) and risk factors of noncommunicable diseases (e.g., heart disease, and cancer).
- 6** **Topic:** STDs
Standard: Identifies methods to prevent sexually transmitted diseases and whether or not they are effective. Abstinence is the only sure way to prevent pregnancy and sexually transmitted diseases. (Note: does not require demonstrations of contraceptive devices).
- 7** **Topic:** HIV/AIDS
Standard: Defines acronyms HIV/AIDS and STD and recognizes that HIV/AIDS and STDs are communicable diseases.
- 8** **Topic:** HIV/AIDS
Standard: Recognizes that HIV/AIDS is caused by a virus and is currently incurable and fatal.
- 9** **Topic:** Abstinence
Standard: Recognizes that abstaining from sexual activity and refraining from intravenous drug use are the most effective methods of preventing HIV/AIDS.
- 10** **Topic:** Abstinence
Standard: Recognizes abstinence from sexual activity as the only sure method of preventing sexually transmitted diseases.
- 11** **Topic:** Goal Setting
Standard: Identifies the benefits of setting personal goals for maintaining a healthy body.

Strand: Family Living

Browse **Quality Core Curriculum Standards by subject****Subject: Physical Education****Grade: 6**Strand: Physical Education

- 1** **Topic:** Physical Fitness
Standard: Participates in fitness assessment (i.e., Fitness Gram) and developmentally appropriate health -related fitness activities for the purpose of improving skill performance and physical fitness.
- 2** **Topic:** Physical Fitness
Standard: Uses fitness assessment results to develop personal fitness goals.
- 3** **Topic:** Physical Fitness
Standard: Records heart rate before, during, and after vigorous physical activity.
- 4** **Topic:** Physical Fitness
Standard: Engages in physical activity at the target heart rate for a minimum of 20 minutes.
- 5** **Topic:** Physical Fitness
Standard: Works independently with minimal supervision in pursuit of personal fitness goals.
- 6** **Topic:** Physical Fitness
Standard: Develops a strategy for the improvement of selected fitness components.
- 7** **Topic:** Movement Concepts
Standard: Identifies principles of practice and conditioning that enhance performance in sports, lifetime activities, and track and field.
- 8** **Topic:** Movement Concepts
Standard: Identifies basic skills and safety procedures for outdoor pursuits (e.g., Project Adventure).
- 9** **Topic:** Movement Competencies
Standard: Demonstrates increasing competence in more advanced specialized skills (sports, track and field, and lifetime activities).
- 10** **Topic:** Movement Competencies
Standard: Performs complex educational gymnastics and dance sequences that combine basic movement concepts and skills.
- 11** **Topic:** Movement Competencies
Standard: Identifies and applies movement concepts appropriate for specialized skills in a variety of settings.
- 12** **Topic:** Self-Management
Standard: Identifies the purpose for and participates in the establishment of safe practices, procedures, and etiquette for a variety of activities.

Browse **Quality Core Curriculum Standards by subject****Subject: Physical Education****Grade: 7**

- 1** **Topic:** Physical Fitness
Standard: Participates in fitness assessment (e.g., Fitness Gram) and developmentally appropriate health -related fitness activities for the purpose of improving skill performance and physical fitness.
- 2** **Topic:** Physical Fitness
Standard: Uses fitness assessment results to develop a goal statement and plan for improving and maintaining flexibility.
- 3** **Topic:** Physical Fitness
Standard: Implements a personal fitness plan that applies basic training principles.
- 4** **Topic:** Physical Fitness
Standard: Describes the difference between health- and skill-related fitness.
- 5** **Topic:** Physical Fitness
Standard: Engages in physical activity at the target heart rate for a minimum of 20 minutes.
- 6** **Topic:** Movement Concepts
Standard: Demonstrates and applies advanced movement skills, rules and strategies in a variety of settings (lifetime activities, sports and track and field).
- 7** **Topic:** Movement Competencies
Standard: Performs complex educational gymnastics and dance sequences that combine advanced movement concepts and skills.
- 8** **Topic:** Movement Competencies
Standard: Identifies and applies basic skills and procedures necessary for outdoor pursuits (e.g., Project Adventure).
- 9** **Topic:** Movement Competencies
Standard: Identifies and applies principles of practice and conditioning that enhance performance, sports, lifetime activities, and track and field.
- 10** **Topic:** Self-Management
Standard: Chooses appropriate behavior to work productively with partner and in a group to accomplish goals in both cooperative and competitive activities. Responds with appropriate behaviors to discussions and conflict during competitive activities.

Browse **Quality Core Curriculum Standards by subject****Subject: Physical Education****Grade: 8**

- 1** **Topic:** Physical Fitness
Standard: Participates in fitness assessment (e.g., Fitness Gram) and developmentally appropriate health-related fitness activities for the purpose of improving skill performance and physical fitness.
- 2** **Topic:** Physical Fitness
Standard: Uses fitness assessment results to develop a goal statement and plan for improving and maintaining cardiovascular fitness and flexibility.
- 3** **Topic:** Physical Fitness
Standard: Implements personal plan for cardiovascular fitness and flexibility, and applies basic training principles.
- 4** **Topic:** Physical Fitness
Standard: Engages in physical activity at the target heart rate for a minimum of 20 minutes.
- 5** **Topic:** Physical Fitness
Standard: Interprets personal information from fitness test results to identify the fitness component of needing the most improvement.
- 6** **Topic:** Movement Competencies
Standard: Applies and analyzes advanced movement skills and strategies in a variety of complex settings including lifetime activities, sports, and track and field.
- 7** **Topic:** Movement Competencies
Standard: Designs and performs complex educational gymnastics, and dance sequences that combine complex movement concepts and skills.
- 8** **Topic:** Movement Competencies
Standard: Applies and assesses principles of practice and conditioning that enhance performance in sports, lifetime activities, track, and field.
- 9** **Topic:** Movement Competencies
Standard: Refines basic skills and procedures for outdoor pursuits (e.g., Project Adventure).
- 10** **Topic:** Self-Management
Standard: Demonstrates responsibility and cooperation to accomplish group and team goals in both cooperative and competitive activities.
- 11** **Topic:** Self-Management
Standard: Practices and applies rules and courtesies in physical activities. Determines personal and group conduct appropriate for engaging in physical activity. Distinguishes ethical and unethical behavior during participation in physical activity. Accepts and respects decisions made by game officials.

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- 12** **Topic:** Self Concept
Standard: Identifies factors that promote a positive self-image (e.g., accepting responsibility; respect for self, authority and others; self-discipline, self-control and the right to be assertive).
- 13** **Topic:** Persuasion
Standard: Recognizes how sexual decisions are influenced by group pressures (e.g., community, media, and peer).
- 14** **Topic:** Refusal Skills
Standard: Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying "no," negotiation, using refusal and decision-making skills).
- 15** **Topic:** Decision Making
Standard: Recognizes that having children is best undertaken in marriage.

Strand: Growth and Development

- 16** **Topic:** Nervous System
Standard: Identifies the parts and major functions of the nervous system.
- 17** **Topic:** Lifestyle
Standard: Relates how personal health practices dealing with nutrition, alcohol, tobacco products, and other drug use affects the functions of the nervous system.
- 18** **Topic:** Reproductive System
Standard: Identifies basic anatomy of the male and female reproductive systems.

Strand: Mental Health

- 19** **Topic:** Interpersonal Relationships
Standard: Expresses appropriate ways to build and maintain healthy relationships with peers, parents, and others.
- 20** **Topic:** Conflict Resolution
Standard: Explains factors that could escalate and reduce conflict.
- 21** **Topic:** Peer Pressure
Standard: Describes how to deal with negative "peer pressure" by expressing strong feelings peaceably.
- 22** **Topic:** Suicide
Standard: Recognizes signs and symptoms associated with suicide and identifies appropriate sources for help.

Strand: Nutrition

- 23** **Topic:** Caloric Balance
Standard: Chooses eating patterns that enhance energy, growth, and health.
- 24** **Topic:** Dietary Choices
Standard: Demonstrates awareness of personal food choices on future health.

Strand: Personal Health

- 25** **Topic:** Hygiene
Standard: Develops strategies and skills for maintaining an adequate level of personal grooming and hygiene, emphasizing changes during adolescence.
- 26** **Topic:** Dental Care
Standard: Determines dental care necessary to prevent gingivitis (emphasis on how smokeless tobacco use leads to this disease).

Strand: Safety

- 27** **Topic:** First Aid
Standard: Identifies and explains the causes of extreme temperature emergencies (e.g., hypothermia, heat exhaustion, and heat stroke) and the appropriate strategies for prevention and treatment.
- 28** **Topic:** Violence Prevention
Standard: Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect and emotional abuse).
- 29** **Topic:** Resources
Standard: Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).

Browse **Quality Core Curriculum Standards by subject****Subject: Health****Grade: 7**Strand: Alcohol, Tobacco & Other Drugs

- 1** **Topic:** Effects
Standard: Analyzes the effects of alcohol, tobacco products, and other drugs on the immune, nervous, and reproductive systems.
- 2** **Topic:** Consequences
Standard: Evaluates the harmful consequences of anabolic steroid use.
- 3** **Topic:** Persuasion
Standard: Analyzes alcohol, tobacco products, and other drug advertisements and promotional products and develops counter arguments.
- 4** **Topic:** Resources
Standard: Names information, treatment, and rehabilitation resources available in the community.

Strand: Disease Prevention

- 5** **Topic:** HIV/AIDS
Standard: Recognizes that STDs, including HIV/AIDS, are communicable diseases.
- 6** **Topic:** HIV/AIDS
Standard: Recognizes that HIV/AIDS is caused by a virus and is currently incurable and fatal.
- 7** **Topic:** HIV/AIDS
Standard: Identifies HIV/AIDS as a sexually transmitted disease and explains the ways HIV is transmitted.
- 8** **Topic:** HIV/AIDS
Standard: Describes the effects of the AIDS virus on the immune system.
- 9** **Topic:** Abstinence
Standard: Recognizes abstaining from sexual activity and refraining from intravenous drug use as the most effective methods of preventing HIV/AIDS.
- 10** **Topic:** Abstinence
Standard: Recognizes abstinence from sexual activity as the most effective method of preventing pregnancy and sexually transmitted diseases.
- 11** **Topic:** Pregnancy/STD Prevention
Standard: Identifies methods of preventing pregnancy and sexually transmitted diseases and discusses whether or not they are effective.
- 12** **Topic:** Goal Setting
Standard: Identifies the benefits of setting personal goals for maintaining a healthy body.

Strand: Family Living

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- 13** **Topic:** Self Concept
Standard: Identifies factors that promote a positive self-image (e.g., accepting responsibility; respect for self, authority and others; self-discipline, self-control, and the right to be assertive).
- 14** **Topic:** Persuasion
Standard: Recognizes how sexual decisions are influenced by group pressure (e.g., community, media, peer).
- 15** **Topic:** Refusal Skills
Standard: Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying "no," negotiation, and using refusal and decision-making skills).
- 16** **Topic:** Relationships
Standard: Identifies characteristics of genuine friendship that enhance the good of the individual.
- 17** **Topic:** Roles
Standard: Identifies roles and responsibilities of children in the family.
- 18** **Topic:** Roles
Standard: Identifies parental roles and responsibilities.
- 19** **Topic:** Parental Responsibilities
Standard: Analyzes changes in the prospective parents' lifestyles and responsibilities before and after the birth of their baby.
- 20** **Topic:** Decision Making
Standard: Recognizes that having children is best undertaken in marriage.

Strand: Growth and Development

- 21** **Topic:** Reproductive System
Standard: Lists the parts of the male and female reproductive systems and describes their functions.

Strand: Mental Health

- 22** **Topic:** Stress Management
Standard: Discusses strategies to manage stress and feelings caused by disappointment, separation, and loss.
- 23** **Topic:** Prejudice
Standard: Discusses prejudices, its roots, and its effects.
- 24** **Topic:** Conflict Resolution
Standard: Describes necessary elements of conflict resolution (e.g., nature of conflict, feelings, active listening, "I" messages, and restating), and shows effective communication skills, in general.

Strand: Nutrition

- 25** **Topic:** Fast Foods
Standard: Investigates the nutritional value of various fast foods.
- 26** **Topic:** Food Preparation
Standard: Compares the effects of various cooking and food preparation methods on the nutritive value of foods.
- 27** **Topic:** Resources

Standard: Identifies various local, state, and national health resources that promote acceptable nutritional practices (e.g., American Heart Association, American Cancer Society, National Dairy Council, Local Cooperative Extension, National Institutes of Health, American Dietetic Association, etc.).

Strand: Personal Health

28 **Topic:** Hygiene

Standard: Develops strategies and skills for maintaining an adequate level of personal grooming and hygiene, emphasizing changes during adolescence.

Strand: Safety

29 **Topic:** Accident Prevention

Standard: Examines factors contributing to accidents (e.g., carelessness, fatigue, emotions, and drugs).

30 **Topic:** First Aid

Standard: Identifies and explains the causes of choking and the appropriate strategies for prevention and treatment.

31 **Topic:** Violence Prevention

Standard: Identifies threats to personal safety (e.g., child abuse, sexual and physical abuse, neglect and emotional abuse).

32 **Topic:** Resources

Standard: Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, counselor).

Browse **Quality Core Curriculum Standards by subject****Subject: Health****Grade: 8**Strand: Alcohol, Tobacco & Other Drugs

- 1** **Topic:** Consequences
Standard: Assesses the consequences on the fetus and child (birth through age 19) of using alcohol, tobacco products, and other drugs.
- 2** **Topic:** Effects/Resources
Standard: Recognizes signs and symptoms of chemical dependency and identifies appropriate sources for help and support.
- 3** **Topic:** Consequences
Standard: Describes the consequences associated with the use of alcohol, tobacco products, and other drugs in teen relationships (e.g., physical abuse, date rape, violence, teen pregnancy, and drinking and driving).
- 4** **Topic:** Refusal Skills
Standard: Practices countering aggressive behavior and intimidation by refusing to use tobacco products, alcohol and other drugs.
- 5** **Topic:** Alternatives
Standard: Proposes alternatives to using alcohol, tobacco products, and other drugs (including involvement in groups such as S.A.A.D., ALANON, ALATEEN).

Strand: Disease Prevention

- 6** **Topic:** Communicable Diseases
Standard: Describes causes, effects and prevention of communicable diseases.
- 7** **Topic:** HIV/AIDS
Standard: Recognizes that sexually transmitted diseases, including HIV/AIDS, are communicable diseases.
- 8** **Topic:** HIV/AIDS
Standard: Recognizes that HIV/AIDS is caused by a virus and is currently incurable and fatal.
- 9** **Topic:** HIV/AIDS
Standard: Identifies and explains the ways in which HIV/AIDS is transmitted and identifies behaviors that increase the risk of contracting HIV/AIDS.
- 10** **Topic:** HIV/AIDS
Standard: Lists misconceptions about the virus that causes HIV/AIDS and its transmission.
- 11** **Topic:** Abstinence
Standard: Recognizes the importance of individuals abstaining from premarital sex and intravenous drug use to prevent the spread of HIV/AIDS and other sexually transmitted diseases.
- 12** **Topic:** Pregnancy/STD Prevention
Standard: Identifies methods of preventing pregnancy and sexually transmitted diseases and discusses whether or not they are effective.
- 13** **Topic:** Abstinence
Standard: Recognizes that abstaining from sexual activity and refraining from intravenous drug use are the most effective

methods of preventing HIV/AIDS.

14 **Topic:** Abstinence

Standard: Recognizes abstinence from sexual activity as the only sure method of preventing pregnancy and sexually transmitted diseases.

15 **Topic:** Goal Setting

Standard: Identifies the benefits of setting personal goals for maintaining a healthy body.

Strand: Family Living

16 **Topic:** Self Concept

Standard: Identifies factors that promote a positive self-image (e.g., accepting responsibility; respect for self, authority, and others; self-discipline, self-control, and the right to be assertive).

17 **Topic:** Persuasion

Standard: Recognizes how sexual decisions are influenced by group pressures (e.g., community, media, peer).

18 **Topic:** Refusal Skills

Standard: Identifies ways of resisting persuasive tactics regarding sexual involvement (e.g., saying "no," negotiation, using refusal, and decision-making skills).

19 **Topic:** Dating

Standard: Identifies social, emotional, intellectual, and economic effects of dating.

20 **Topic:** Decision-Making

Standard: Recognizes that having children is best undertaken in marriage.

Strand: Growth and Development

21 **Topic:** Maturation

Standard: Analyzes physical, social, and emotional changes that occur during the process of maturing.

Strand: Mental Health

22 **Topic:** Self-Esteem

Standard: Assesses personal characteristics associated with positive self-esteem.

23 **Topic:** Friendships

Standard: Discusses the influence of self-identity and group acceptance in choosing friends.

24 **Topic:** Conflict Resolution

Standard: Analyzes possible causes of conflict among youth and styles/strategies to handle them (e.g., gangs).

25 **Topic:** Suicide

Standard: Analyzes causes of suicide, prevention, and its effects on survivors.

Strand: Nutrition

26 **Topic:** Risk Reduction

Standard: Analyzes the relationship between nutrition and disease prevention.

- 27** **Topic:** Dietary Imbalance
Standard: Identifies disorders associated with malnutrition and obesity.

Strand: Personal Health

- 28** **Topic:** Lifestyle
Standard: Sets a personal goal for improving health and lifestyle based on an individual health risk assessment and makes progress toward its achievement.
- 29** **Topic:** Hygiene
Standard: Develops strategies and skills for maintaining an adequate level of personal grooming and hygiene, emphasizing changes during adolescence.

Strand: Safety

- 30** **Topic:** Accident Prevention
Standard: Analyzes safety factors for motorized and nonmotorized vehicles and equipment for land and water purposes.
- 31** **Topic:** First Aid
Standard: Demonstrates appropriate first-aid procedures for shock, bleeding, and muscular and skeletal injuries.
- 32** **Topic:** Violence Prevention
Standard: Identifies threats to personal safety (e.g., incest, rape, date rape).
- 33** **Topic:** Resources
Standard: Identifies local support system concerning personal safety (e.g., family, teacher, religious advisor, friend, and counselor).