

# Middle School

**Core Concepts: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

## **Personal, Community, and Environmental Health Strand**

- 1 Investigate the impact of a variety of healthy practices and behaviors to maintain or improve personal, community, and environmental health. [1.PCE.MS.1](#)
- 2 Investigate the impact of communicable and noncommunicable diseases. [1.PCE.MS.2](#)
- 3 Connect the importance of accepting the similarities and differences of self and others as it relates to personal, community, and environmental health. [1.PCE.MS.3](#)
- 4 Recognize an individual's personal role within the family structure and within the community [1.PCE.MS.4](#)
- 5 Interpret personal susceptibility to injury, illness, or death based on genetics, family history, and health behaviors. [1.PCE.MS.5](#)
- 6a Describe how to register as a donor and the rules governing donor gifts pursuant to Nevada Law. [1.PCE.MS.6A](#)
- 6b Explain the individual and societal benefits of organ and tissue donation. [1.PCE.MS.6B](#)
- 6c List facts about organ and tissue donation. [1.PCE.MS.6C](#)

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## **Mental and Emotional Health Strand**

- 1 Connect the relationship between mental health and physical health. [1.ME.MS.1](#)
- 2 Identify how loss, grief, trauma, and emotional distress may influence selfinjurious or suicidal behaviors. [1.ME.MS.2](#)

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## **Nutrition and Physical Activity Strand**

- 1 Connect how healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention. [1.NP.MS.1](#)
- 2 Compare the mental, social and physical benefits of daily moderate to vigorous physical activity [1.NP.MS.2](#)
- 3 Explain the importance of annual physical health examinations and responding appropriately to unusual aches and pains. [1.NP.MS.3](#)

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### **Substance Use and Abuse Strand**

- 1 Critique the pros and cons of using over-the-counter and prescription medications. [1.SUA.MS.1](#)
- 2 Assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention. [1.SUA.MS.2](#)

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### **Safety Practices, Injury Prevention, and CPR/AED Strand**

- 1 Examine how health risk behaviors influence safety and injury prevention practices. [1.SIC.MS.1](#)
- 2a Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association. [1.SIC.MS.2A](#)
- 2b Discuss the purpose, operation, and safe use of an automated external defibrillator (AED). [1.SIC.MS.2B](#)

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### **Personal Safety Strand**

- 1 Define personal boundaries and clear limits for self and recognize personal boundaries of others. [1.PS.MS.1](#)
- 2 Investigate the impact of various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences. [1.PS.MS.2](#)
- 3 Summarize the reporting process and include where, when, and to whom to report unsafe situations. [1.PS.MS.3](#)
- 5 Define human trafficking and ways to get help. [1.PS.MS.5](#)
- 6 Compare the advantages and disadvantages of communicating using technology and social media. [1.PS.MS.6](#)

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## **Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility Strand**

- 1 Explain the structures and functions of the human reproductive systems using correct anatomical terms. **1.HRS.MS.1**
- 2 Describe the physical, social, cognitive and emotional changes of adolescence. **1.HRS.MS.2**
- 3 Explain the scientific process of human reproduction. **1.HRS.MS.3**
- 4a Describe the signs and symptoms of a pregnancy **1.HRS.MS.4A**
- 4b Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms. **1.HRS.MS.4B**
- 4c Identify prenatal practices that can contribute to or compromise a healthy pregnancy. **1.HRS.MS.4C**
- 4d Identify the laws relating to pregnancy, abortion, adoption, and parenting. **1.HRS.MS.4D**
- 5a Classify the related communicable diseases (STDs/STIs), including HIV/AIDS, by signs and symptoms, treatments, and modes of transmission. **1.HRS.MS.5A**
- 5b Discuss current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs). **1.HRS.MS.5B**
- 5d Compare and contrast behaviors, including abstinence, to determine the potential transmission risk of related communicable diseases (STDs/STIs) and HIV/AIDS. **1.HRS.MS.5D**
- 6 Compare and contrast the characteristics of healthy and unhealthy relationships. **1.HRS.MS.6**
- 7a Define sexual consent and explain its implications for sexual decision-making. **1.HRS.MS.7A**
- 7b Discuss laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct. **1.HRS.MS.7B**

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**Analyze Influences:**  
Students will analyze the influences of family, peers, culture, media, technology, and other factors have on health behaviors.

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**Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.** **2.AF.MS.1**

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**Access Information:**  
Students will demonstrate the ability to access reliable health information, products, and services to enhance health.

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**Analyze the validity of health information, products and services.** 3.AI.MS.1

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**Interpersonal Communication:**  
Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks.

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**Apply effective verbal and nonverbal communication skills to enhance health.** 4.IC.MS.1

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**Demonstrate refusal and negotiation skills to avoid or reduce health risks.** 4.IC.MS.2

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**Decision Making:**  
Students will demonstrate the ability to use decision-making skills to enhance health.

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**Predict the potential shortterm impact of healthy and unhealthy decisions on self and others.** 5.DM.MS.1

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**Analyze the outcomes of a health-related decision.** 5.DM.MS.2

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**2 Analyze the outcomes of a health-related decision.** 5.DM.MS.2

**Choose healthy alternatives over unhealthy alternatives when making a decision.** 5.DM.MS.3

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**3 Choose healthy alternatives over unhealthy alternatives when making a decision.** 5.DM.MS.3

**Goal Setting: Students will demonstrate the ability to use goal-setting skills to enhance health.**

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**Apply strategies and skills needed to attain a health goal.** 6.GS.MS.1

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**1 Apply strategies and skills needed to attain a health goal.** 6.GS.MS.1

**Describe how health goals can vary with changing abilities, priorities, and responsibilities.** 6.GS.MS.2

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**2 Describe how health goals can vary with changing abilities, priorities, and responsibilities.** 6.GS.MS.2

**Self-Management: Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks.**

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**Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.** 7.SM.MS.1

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**1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.** 7.SM.MS.1

**Demonstrate behaviors that avoid or reduce health risks to self and others** 7.SM.MS.2

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**2 Demonstrate behaviors that avoid or reduce health risks to self and others** 7.SM.MS.2

**Explain the importance of assuming responsibility for personal health behaviors.** 7.SM.MS.3

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**3 Explain the importance of assuming responsibility for personal health behaviors.** 7.SM.MS.3

**Advocacy: Students will demonstrate the ability to support/promote personal, family, and community health.**

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**Demonstrate how to influence and support others to make positive health choices.** 8.AV.MS.1

**1 Demonstrate how to influence and support others to make positive health choices.** 8.AV.MS.1