

**Louisiana Department of Education
Louisiana Health Education Content Standards
Bulletin 103**

Grades 5-8: Middle School Cluster Level

Standard 1: Students will comprehend concepts and strategies related to health promotion and disease prevention.

By the end of grades 5-8 level students should know and be able to:	Project ALERT Activities	
	(C = Core Curriculum BL = Booster Lessons)	
1-M-1. Describe relationships among physical, mental, emotional and social health.	C2, Activities 1-7 C3, Activity 4 C6, Activities 3-6	C8, Activities 7,8 BL1, Activities 2,3,6
1-M-2. Evaluate healthy and unhealthy lifestyles (e.g., preventative health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.).	C1, Activities 3,5 C2, Activities 2-4 C3, Activities 3,6 C5, Activity 2,7 C7, Activity 6 C8, Activities 2-8	C9, Activity 5 C10, Activities 2-5 C11, Activities 2-5 BL1, Activities 2,3,6 BL3, Activity 6
1-M-3. Evaluate the structure and function of body systems and its relation to wellness.	C2, Activities 2-4 C3, Activity 3 C8, Activities 2,5,7,8 C3, Activities 5,7	C11, Activity 2 BL1, Activities 1-3, 6 C9, Activities 3,4
1-M-4. Analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.).	C4, Activities 4-6 C5, Activities 2-7 C6, Activities 2-6 C7, Activities 2-6 C8, Activities 4,6,9	C10, Activities 3-5 C11, Activities 3-5 BL1, Activity 5 BL2, Activities 2-8 BL3, Activities 3,5,6
1-M-5. Determine factors that influence violence and strategies for avoiding unhealthy situations.		

Standard 2: Students will demonstrate the ability to access and evaluate the validity of health information and health-promoting products and services.

By the end of grades 5-8 level students should know and be able to:

Project ALERT Activities

(C = Core Curriculum BL = Booster Lessons)

2-M-1. Locate valid health information using various sources (e.g., Internet, videos, print, television, etc.).

C5, Activity 7
C7, Activity 6
C8, Activity 9

2-M-2. Identify how media influences the selection of health information and products.

C4, Activities 4-6
C5, Activity 1

2-M-3. Locate and evaluate functions of community health agencies and professional health services (e.g., hospitals, emergency care, substance abuse centers, volunteer organizations, etc.).

2-M-4. Examine the effectiveness of health products and services (e.g., sun blocks, cosmetics, over-the-counter medicines, etc.).

Standard 3: Students will demonstrate the ability to practice positive health behaviors and reduce health risks.

By the end of grades 5-8 level students should know and be able to:

Project ALERT Activities

(C = Core Curriculum BL = Booster Lessons)

3-M-1. Identify personal health needs and develop long-term goals for a healthy lifestyle.

C1, Activity 1	C11, Activity 4
C2, Activities 5,6	BL1, Activity 1
C9, Activities 2-4	BL3, Activities 5,6
C10, Activities 3-5	

3-M-2. Examine fitness assessments and their role in developing a personal wellness program.

3-M-3. Develop injury prevention and management strategies for personal and family health.

C3, Activities 5-7	C9, Activities 3,4
C4, Activities 5,6	C10, Activity 5
C5, Activities 2-6	C11, Activity 4
C6, Activities 2-6	BL1, Activities 1-5
C7, Activities 2-6	BL2, Activities, 4,7,8
C8, Activities 6,9	BL3, Activity 3

Standard 4: Students will analyze the impact of the media, technology, economy, culture, and other factors on health through the use of technological resources.

By the end of grades 5-8 level students should know and be able to:

Project ALERT Activities

(C = Core Curriculum BL = Booster Lessons)

4-M-1. Investigate the quality of health care provided in other countries.

4-M-2. Compare and contrast the health of different cultures, race and ethnicity.

4-M-3. Investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors.

C1, Activities 3-5 BL1, Activity 4
C3, Activity 2
C4, Activities 2, 4-7

4-M-4. Describe the ways technology effects health (e.g., video games, computers, high-technological medical equipment, etc.).

4-M-5. Assess ways in which various media influence buying decisions (e.g., health products, medicines, food).

C4, Activities 2, 4-7 BL1, Activity 4

Standard 5: Students will demonstrate individual and interpersonal communication skills necessary to enhance health.

By the end of grades 5-8 level students should know and be able to:		Project ALERT Activities	
		(C = Core Curriculum BL = Booster Lessons)	
5-M-1	Demonstrate verbal and non-verbal skills to communicate care, self-control, and respect for all.	C1, Activity 2 C2, Activities 5,6 C3, Activities 4-5 C5, Activities 2-6 C6, Activities 2,4,6	C7, Activities 2-5 C9, Activities 3,4,6 C10, Activities 4,5 C11, Activity 4 BL1, Activity 5
5-M-2	Distinguish between positive and negative peer pressure and analyze the impact of peer pressure and decision-making	C1, Activities 3,4,5 C2, Activities 6,7 C3, Activity 3 C4, Activities 2,3 C5, Activities 2-7 C6, Activities 2,5,6 C7, Activities 2-6	C8, Activity 8 C9, Activities 2-6 C10, Activities 2,3,4 C11, Activity 3 BL1, Activity 4 BL2, Activities 2-5 BL3, Activities 2-7
5-M-3	Demonstrate refusal and conflict resolution skills to develop and maintain healthy relationships with peers, family, and others in socially acceptable ways.	C5, Activities 2-6 C6, Activities 2,4,6 C7, Activities 2-5	C9, Activities 3,4 BL1, Activity 5 BL2, Activity 7
5-M-4	Demonstrate positive decision-making and problem-solving skills.	C3, Activities 5,7 C5, Activities 2-6 C6, Activity 4 C7, Activities 1-7	C9, Activities 2-4 C10, Activities 3-5 BL2, Activities 2,6 BL3, Activities 2,3
5-M-5	Develop strategies and skills for attaining personal health goals.	C4, Activities 2-7 C5, Activities 1-6 C6, Activities 2-6 C7, Activities 1-7 C9, Activities 2-4	C10, Activity 5 BL1, Activity 5 BL2, Activities 2-8 BL3, Activities 1-3

Standard 6: Students will demonstrate the ability to advocate for personal, family, and community health.

By the end of grades 5-8 level students should know and be able to:		Project ALERT Activities	
		(C = Core Curriculum BL = Booster Lessons)	
6-M-1	Develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.).	C10, Activity 4	BL3, Activities 2,3
6-M-2	Analyze various communication methods to accurately express health ideas and opinions.	C1, Activities 3,4 C2, Activities 2-4 C3, Activities 2-5 C4, Activity 3 C9, Activities 5,6	C10, Activities 2-4 C11, Activities 2-4 BL1, Activities 2-6 BL3, Activities 2-6
6-M-3	Identify barriers to effective communication about health issues.	C1, Activity 2 C4, Activity 4	BL2, Activities 2,3
6-M-4	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools		
