



Health Overarching Goal

Our goal is to create an environment where students see how decisions can influence future possibilities. The course content will help students develop empathy towards others and help develop life skills to handle decisions made through adolescence and beyond. We hope to provide ways for students to analyze situations and become critical thinkers as they progress through life.

() denotes standard addressed

See list of standards at the end of the document

7th Grade

| Unit | Learning Targets/Students will: | Resources |
|-----------------------------|---|---|
| Mental and Emotional Health | <ol style="list-style-type: none">1. Define stress. (1)2. Identify various stressors. (1,2)3. Explain the difference between <i>distress</i> and <i>eustress</i>. (1)4. Identify healthy and unhealthy coping strategies. (1,3,4,5,6)5. Explain the body's response to stress. (Fight or Flight) (1)6. Describe how body image and self esteem affect mental and emotional health. (Eating Disorders) (1,2,5,8)7. Identify warning signs of depression and suicide. (1,2,3,4,8)8. Discuss the impact of social media on mental and emotional health. (2,4,5) | Guidance Counselors District Mental Health Professionals SOS Program Newsela |



| Unit | Learning Targets/Students will: | Resources |
|--------|--|--|
| ATOD's | <ol style="list-style-type: none">1. Examine the effects of alcohol and tobacco on the mind and body. (1,7)2. Describe the relationship between vaping (JUULing, E-Cigs, etc.) and the effects on the body systems. (1,7)3. Describe refusal skills to avoid using alcohol and tobacco products. (1,2,4,5,6)4. Identify the various forms of tobacco products. (snuff, chew, cigarettes, etc.) (1,2)5. Identify types of alcohol and the varying alcohol concentrations. (1,3,7)6. Describe the stages of alcoholism. (1,2,5) | Drug Free World CDC Kidshealth.org Newsela National Institute on Drug Abuse Addiction (Documentary) Guest speaker law enforcement "Unguarded" 30 by 30 ESPN |



| Unit | Learning Targets/Students will: | Resources |
|--------------------|---|--|
| Nutrition for Life | <ol style="list-style-type: none">1. Analyze the nutritional content of various fast food meals. (3,7)2. Explore healthier alternatives to meal choices. (5,7)3. Discuss current diet trends. (2)4. Examine essential nutrients and their functions for the body. (1)5. Analyze the various information on a food label. (3,8)6. Comprehend RDA's. (7)7. Describe the relationship between diet and disease. (1,7)8. Examine the effects of various supplements on our overall health. (7)9. Make connections between diet and exercise.(6,7,8) | My Plate Harvard Plate CDC Ted Talks Food Matters (for analysis) Newsela Nova - website and videos |



8th Grade

| Unit | Learning Targets/Students will: | Resources |
|--------|---|--|
| ATOD's | <ol style="list-style-type: none">1. Examine the effects of illicit drugs on the mind and body. (1)2. Explain the effects of addiction on family, peers, and community. (1,2,8)3. Identify risk factors of addiction. (1,2,5,8)4. Describe refusal skills to avoid using drugs. (4,6,8)5. Identify the classification of drugs and analyze the effect of each on the human body. (1,7)<ol style="list-style-type: none">a. Inhalantsb. Depressantsc. Stimulantsd. Hallucinogense. Opioids/narcotics/opiatesf. Club/designer drugsg. Over-the-counter drugs prescription drugsh. Performance enhancing drugs (e.g., steroids) | Drug Free World CDC Kidshealth.org Newsela National Institute on Drug Abuse Addiction (Documentary) Guest speaker law enforcement "Unguarded" 30 by 30 ESPN |



| Unit | Learning Targets/Students will: | Resources |
|-----------------------|--|---|
| Healthy Relationships | <ol style="list-style-type: none">1. Identify various types of relationships. (Friendship, dating, parent, sibling, etc.) (2,8)2. Identify healthy and unhealthy behaviors within relationships. (1,2,4,5,7)3. Learn the importance of communicating and establishing boundaries within relationships. (1,2,4,8)4. Explain types of abuse: (1,2,7,8)<ol style="list-style-type: none">a. Verbalb. Emotionalc. Physicald. Sexual abusee. Sexual harassment5. Identify ways to prevent and protect against dating abuse/violence. (Refusal skills) (4,6,8)6. Understand the dangers of sexting. (1,2,4,5,7,8) | Guidance Counselor KidsHealth.org CDC Syntero - Healthy Body & Healthy Futures <u>Life's Greatest Miracle</u> Dating Safety slides |



| Unit | Learning Targets/Students will: | Resources |
|------------------------------|--|---|
| Human Growth and Development | <ol style="list-style-type: none">1. Identify the functions of the male and female reproductive systems. (1)2. Identify changes that occur during puberty. (1)3. Explain the process of fertilization. (1)4. Explain the stages of pregnancy from conception to birth. (1).5. Identify various forms of sexual activity. (1,2)6. Understand risks associated with sexually transmitted infections including symptoms and treatment. (1,2,3,5,7,8)7. Identify methods to decrease the likelihood of STIs and pregnancy. (1,3,4,6,7,8)8. Define abstinence. (1)9. Explain why abstinence is the most responsible choice for teens to avoid pregnancy and STIs. (1,2,4,5,6,7,8) | Guidance Counselor KidsHealth.org CDC Syntero - Healthy Body & Healthy Futures <u>Life's Greatest Miracle</u> |



National Health Education Standards:

Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Grades 6-8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Standard 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.



Rationale: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

Grades 6-8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Rationale: Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

Grades 6-8

- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.3 Determine the accessibility of products that enhance health.
- 3.8.4 Describe situations that may require professional health services.
- 3.8.5 Locate valid and reliable health products and services.



Standard 4

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

Rationale: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Grades 6-8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Standard 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Rationale: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

Grades 6-8

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.



Standard 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Grades 6-8

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Standard 7

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

Rationale: Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Grades 6-8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Standard 8

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

Rationale: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

Grades 6-8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information



- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.