**Washington State Health Education K-12 Core Ideas:**

Wellness (W)

Safety (Sa)

Nutrition (N)

Sexual Health (Se)

Social Emotional Health (So)

Substance Use and Abuse (Su)

**Washington State Health Education K-12 Learning Standards:**

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

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

**7th Grade:**

**Based on 50 minute instructional day**

**(Shaded = Required)**

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| **Core ideas** | **Topics** | **Content** | **Standard** | **Length**  |
| **Wellness (W)****12-14 days** | *Dimensions of Health* | * Factors that influence health

Example: Health triangle | 1 | 2-3 days |
| *Disease Prevention* | * Lifestyle factors

Example: Healthy choices**Resource**: FLASH curriculum | 7 | 1 day |
| *Analyzing Influences* | * Direct pressure

Example: Bullying  | 2 | 2-3 days |
| *Access Valid Information* | * Valid / Invalid Information

Example: Assessing valid/invalid information**Resource:** Librarian lesson on accessing information | 3 | 1 day |
| *Communication* | * Refusal skills

Example: Problem solving | 4 | 1 day |
| *Decision-Making* | * Decision-making model

Example: Finding healthy alternativesExample: Risk factors | 5 | 2-3 days |
| *Goal-Setting* | * Short / long term goal for your health

Example: physical, social, emotional**Resource**: WELNET software | 6 | 2-3 days |
| **Safety (Sa)****8-10 days** | *First Aid* | * Importance of reducing injury
* Basic first aid skills
* demonstrate CPR and AED procedures
 | 1, 7 | 4-5 days |
| *Violence Prevention* | * Risks of violence with presence of weapons
* Communication skills to prevent, reduce and avoid violent situations
* Understand dangers of sharing personal information with electronic media
 | 1, 4 | 4-5 days |
| **Nutrition (N)****18-20 days** | *Food Groups and Nutrients* | * Classify foods by food groups and nutrients
* Summarize benefits of eating a variety of foods and food groups
 | 1, 3  | 3-4 days |
| *Beverages* | * “Rethink your drink” (state mandated CBA)
 | 8 | 3-4 days |
| *Label Literacy* | * Demonstrate how to use nutrition facts label for healthier choices
* Demonstrate how to calculate nutritional value based on serving sizes
 | 3 | 2-3 days |
| *Caloric Intake and Expenditure* | * Relationship of caloric intake and expenditure to weight management
* Strategies for healthy weight management
 | 7 | 2-3 days |
| *Disease Prevention* | * Describe impact of nutritional choices in relation to disease prevention
 | 1 | 2-3 days |
| *Nutritional Planning* | * Create a daily food plan
* Barriers to achieving personal goals
* Describe how peers, culture and family influence nutritional choices.
 | 2, 6, 7, 8 | 2-3 days |
| Sexual Health (Se)8-10 daysState mandate | ***Anatomy,******Reproduction,******and Pregnancy*** | * Describe reproductive systems including body parts and functions
* Describe stages of pregnancy from fertilization to birth
 | 1 | 1-2 days |
| ***Puberty and******Development*** | * Recognize that there are individual differences in growth and development
* Male and female hormones
 | 1 | 1 day |
| ***Self-Identity*** | * Distinguish between biological sex, gender identity, gender expression, and sexual orientation
 | 1 | 1 day |
| ***Prevention*** | * Commonly used methods of birth control including abstinence
* Methods to prevent transmission of STDs / HIV, including abstinence
* Understand that all STDs are treatable, and some curable
* Identify medically accurate information about STD
* Identify decision making model that can be used to make health-related decision
* Factors that contribute to engaging in risky behaviors
* Myth vs. reality
 | 1, 3, 5, 7 | 3-4 days |
| ***Healthy******Relationships*** | * Characteristics of healthy / unhealthy relationships
* Communication skills that foster healthy relationships
* Importance of setting personal boundaries and showing respects for boundaries and values of others
 | 1, 4 | 1 day |
| ***Washington******State Laws*** | * Accessing health-care services
* Importance of personal responsibility for sexual decisions (consent)
* Identify state laws related to sexual offenses including when a minor is involved
* Consequences of sharing sexually explicit pictures, messages or private health information

Example: Social media and/or text messages that result in child pornography | 1 | 1 day |
| Social Emotional Health (So)12-14 days | *Self-Esteem* | * Body image
* Self-image

Example: Personal reflection* Personal well-being
* Values

**Resource**: Refer to Wellness unitCharacter traits | 1, 7 | 1 day |
| *Body Image and**Eating Disorders* | * External factors

Example: peers, family, media, advertisements, movies, music | 2 | 1 day |
| *Stress**Management* | * Positive vs. Negative stress

Example: Resiliency* Sleep
* Time management
 | 1, 7 | 2 days |
| *Expressing**Emotions* | * Communication styles

Example: Assertive, passive aggressive* Introvert vs. Extrovert

Example: Understanding personality types* Active listening / “I” statements
* Empathy
 | 1 | 2-3 days |
| *Harassment,**Intimidation, and**Bullying* | * Types of bullying
* Prevention strategies
* Options
* Causes of bullying
 | 1, 5 | 2-3 days |
| *Emotional,**Mental, and**Behavioral Health* | * Identify risk factors
* Identifying disorders
* Identify health services
* Stigmas related to mental and behavioral issues
 | 1, 3, 4 | 2-3 days |
| Substance Use and Abuse (Su)8-10 days | *Use and Abuse* | * Alcohol
* Tobacco
* Household / OTC supplies
* Peer and media influence
 | 1, 2 | 1-2 days |
| *Effects* | * Alcohol
* Tobacco
* Short / Long term
* Dimensions of health
* Individual / Family and society
 | 1 | 1-2 days |
| *Prevention* | * Methods and treatment
* Refusal skills
 | 7 | 1-2 days |
| *Treatment / Services* | * How to recognize substance abuse
* Investigate local services
 | 3 | 1 day |
| *Legal Consequences* | * Understand school policies
* Report and seek help
 | 1 | 1 day |

**8th Grade:**

**Based on 50 minute instructional day**

**(Shaded = Required)**

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| --- | --- | --- | --- | --- |
| **Core ideas** | **Topics** | **Content** | **Standard** | **Length**  |
| **Wellness (W)****12-14 days** | ***Dimensions of Health*** | * Factors that influence health Examples: heredity, health care services, physical environment, health behaviors, age, values, nature/nurture
 | 1 | 2-3 days |
| ***Disease Prevention*** | * How personal choices contribute to communicable and non-communicable diseases
* Assess personal health behaviors that reduce or prevent health risks
 | 7 | 1 day |
| ***Analyzing Influences*** | * Indirect pressure
* Direct pressure - Bullying (7th)
 | 2 | 2-3 days |
| ***Access Valid Information*** | * Local, valid and reliable health and wellness information
 | 3 | 1 day |
| ***Communication*** | * Negotiation skills:

Example: Conflict resolutionResource: Great Body Shop curriculum  | 4 | 1 day |
| ***Decision-Making*** | * Decision-making model
* Example: GREAT - Give thought to problem, Review your choices, Evaluate consequences of choice, both positive and negative, Assess choice, Think over choice (Would you choose the same thing?)
* Example: STEP – (include link)
 | 5 | 2-3 days |
| ***Goal-Setting*** | * SMART Goals – Set a short / long term goal for your health (physical, social, emotional)
 | 6 | 2-3 days |
| **Safety (Sa)****8-10 days** | *First Aid* | * Advocate for safety and injury prevention
* Health – risk behaviors
* First aid /CPR / AED procedures

Example: Burns, bleeding, hydration, etc. | 7 | 8 days |
| *Violence Prevention* | * Analyze causes and effects of violence on individuals, families and communities
* Differentiate between passive, aggressive, and assertive
* Bystander’s role: Prevent, reduce or avoid
* Potential dangers of sharing personal information through electronic media
 | 1 | 2 days |
| **Nutrition (N)****18-20 days** | *Food Groups and Nutrients* | * 6 Nutrients
* My Plate

**Resource**: New Food Guide Pyramid* Fresh vs. Processed
* Effects of eating patterns on growth and development
* Investigating nutritional information and products

Example: Where do you buy your food from? | 1, 3  | 3-4 days |
| *Beverages* | * “Rethink your drink” (state mandated CBA)
 | 8 | 3-4 days |
| *Label Literacy* | * Serving size
* Excessive sugar
* Types of fats
* Sodium
* Compare products

**Resource**: Nutrition Labels | 3 | 2-3 days |
| *Caloric Intake and Expenditure* | * Food / activity log / fitness plan

**Resource**: WELNET software* What calories are
* How calories differ from person to person
* How to be calorie conscious
* Exercise
* Metabolism
 | 7 | 2-3 days |
| *Disease Prevention* | * Calcium, diabetes and heart disease
 | 1 | 2-3 days |
| *Nutritional Planning* | * Family culture: Influences
* Society, culture, and economics: Influences
* Meal plans
* Advocating for healthy nutrition meals within the school setting
 | 2, 6, 7, 8 | 2-3 days |
| **Sexual Health (Se)****8-10 days**State Mandate | *Anatomy, Reproduction, and Pregnancy* | * Summarize reproductive systems and their functions
* Identify physical, emotional, and social effects of sexual activity
 | 1 | 1-2 days |
| *Puberty and Development* | * Describe the physical, social, mental and emotional changes that occur during adolescence
 | 1 | 1 day |
| *Self-Identity* | * Recognize external influences that shape attitudes about gender identity, gender expression and sexual orientation
 | 2 | 1 day |
| *Prevention* | * Birth control methods and resources
* Medically accurate resources about contraceptive methods, STDs, HIV and pregnancy
* Signs, symptoms, potential impact and treatment of STDs
* Decision making
* Risk factors of risky behavior
* Personal responsibility
* HIV / AIDs prevention (state mandate)
 | 1, 3, 5, 7 | 3-4 days |
| *Healthy Relationships* | * How to build and maintain healthy family, peer and dating relationships
* Consent
* Impact of technology and social media
* Developing and communicating personal boundaries and family / cultural values
 | 1, 2, 6 | 1 day |
| *Washington State Laws* | * Accessing health-care services
* Importance of personal responsibility for sexual decisions (consent)
* Identify state laws related to sexual offenses including when a minor is involved
* Consequences of sharing sexually explicit pictures or messages
 | 1, 7 | 1 day |
| **Social Emotional Health (So)****12-14 days** | *Self-Esteem* | * Body image
* Self-image
* Personal well-being
* Values

**Resource**: Refer to Wellness unit* Character traits
 | 1, 7 | 1 day |
| *Body Image and Eating Disorders* | * Anorexia
* Bulimia
* Purging
* Binge-eating
 | 1, 2 | 2-3 days |
| *Stress Management* | * Knowing the signs
* Suicide awareness
* Environmental vs. biological stressors

Example: Noise, pollution, stress relievers (stress management toolkit / plan)**Resource**: Student survey**Resource**: Love Language (book) | 1, 7 | 2 days |
| *Expressing Emotions* | * Triggers: How to handle them
* Anger management toolkit

Example: Make a poster to hang up in classroom or around school | 2, 4 | 2-3 days |
| *Harassment, Intimidation, and Bullying* | * Social media

Example: Impact of bullying* Problem solving / Awareness
 | 1, 8 | 2-3 days |
| *Social, Emotional,**and Mental**Health* | * Effects on body and mind
* Coping skills and strategies

**Resource**: Teen Link – outside organization to teach 50 minute class focusing on suicide awareness and prevention | 1, 3 | 2-3 days |
| **Substance Use and Abuse (Su)****8-10 days** | *Use and Abuse* | * Understand dangers of substance abuse and prevention
* Classifications of substances
* Illicit drugs
 | 1, 2, 3 | 1-2 days |
| *Effects* | * Short / Long term
* Dimensions of health
* Individual / Family and society
* Illicit drugs
 | 1 | 1-2 days |
| *Prevention* | * Methods and treatment
* Refusal skills
 | 7, 8 | 1-2 days |
| *Treatment / Services* | * Investigate local services
 | 3 | 1 day |
| *Legal Consequences* | * Report and seek help
* Short / Long term
 | 6 | 1 day |