**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 alternatives  Example: 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 days  State 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 unit  Character 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 resolution  Resource: 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 |