

Health Curriculum - Grade 6

High Priority Standards

National Health Standard 2: (Analyzing Influences)

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

Learning Goal

Student will be able to 'take a deeper look at influences across multiple contexts and factors and then analyze how those influences have an impact on actions and behaviors'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal as evidenced by

- understanding how advertising, role models, culture, friends and family influence the use of alcohol, tobacco and drugs.
- understanding how drug use affects safety, relationships and future goals.
- understanding causes of injury and injury prevention.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- drugs, tobacco, alcohol, marketing, culture, media, injury.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Drug Awareness

- describe internal influences that affect the use of alcohol, tobacco, and other drugs.
- analyze the influence of marketing and advertising techniques, including the use of role models and how they affect the use of alcohol, tobacco, and other drugs.
- analyze how impaired judgement and other effects of using alcohol or drugs impact personal safety, relationships with friends and families, school success, and attainment of present and future goals.
- explain how culture and media influence the use of alcohol and other drugs.

Mental, Emotional, and Social Health

- analyze the external and internal influences on mental, emotional, and social health.

Injury Prevention and Safety

Health Curriculum - Grade 6

- analyze the role of self and others in causing or preventing injuries.
- analyze influences on both safe and violent behaviors.
- analyze personal behaviors that may lead to injuries or cause harm.

Personal and Community Health

- demonstrate how to ask for assistance to enhance the health of self and others.
- describe how some risky behaviors can influence the likelihood of engaging in unhealthy behaviors.
- explain how school and public health policies can influence health promotion and disease prevention.

Identify the influence.

Analyze the influence.

How do I know it is influencing me?

What messages am I receiving from this influence?

Is this a positive or negative influence?

How much is this influencing my thoughts, values, beliefs, or actions?

(*Examine* how other factors may be interacting with this influence and how that may be affecting my thoughts, values, beliefs, and behavior choices. *Consider* whether I need to do anything about this influence. What is the best plan of action to handle this influence in my life?) (Benes & Alperin, 2016, pg. 89)

Health Curriculum - Grade 6

High Priority Standards

National Health Standard 3: (Assessing Information)

Student will demonstrate the ability to access valid information and products, and service to enhance health.

Learning Goal

Student will be able to 'analyze sources to determine validity'. (Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- determining validity of information regarding drug, alcohol and tobacco use.
- identifying and determining validity of services for dealing with emotional and mental health issues.
- identifying trusted adults for getting needed help.
- understanding rules and laws designed to prevent injuries.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- validity, emotional/mental/social health.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Drug Awareness

- identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.

Mental, Emotional, and Social Health

- identify sources of valid information and services for getting help with mental, emotional, and social health problems.
- discuss the importance of getting help from a trusted adult when it is needed.

Injury Prevention and Safety

- identify rules and laws intended to prevent injuries.
- demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the internet.

Personal and Community Health

Health Curriculum - Grade 6

- determine the accessibility of products that enhance health.
- describe situations that may require professional health services.

Analyze sources;

ACCESS

Is it **A**ccurate?

Is it **C**redible?

Is it **C**urrent?

Is it **E**asy to use and access?

What **S**ituations is it best used in?

Are claims or information **S**upported? (Benes & Alperin, 2016, pg. 68)

Health Curriculum - Grade 6

High Priority Standards

National Health Standard 4: (Interpersonal Communication)

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

Learning Goal

The student will be able to 'continue to advance and expand self-expression and conflict resolution'. (Benes & Alperin, 2016, pg. 105)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- utilizing communication skills to avoid risky situations involving drugs, weapons and social interactions.
- demonstrating the steps of conflict resolution.
- explaining factors that influence relationships.
- explaining the health risks associated with drug use, including alcohol and tobacco.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- conflict resolution, respect, diversity, refusal, communication skills, prejudice.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- demonstrate ways to communicate respect for diversity.

Drug Awareness

- use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.
- demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

Mental, Emotional, and Social Health

- practice asking for help with mental, emotional, or social health problems from trusted adults.
- solving problems related to the management of difficult feelings, such as loss or disappointment.

Injury Prevention and Safety

- practice effective communication skills to prevent and avoid risky situations.

Health Curriculum - Grade 6

- explain the importance of immediately reporting a weapon that is found or is in the possession of peers.
- describe how prejudice, discrimination, and bias can lead to violence.
- demonstrate the ability to use steps of conflict resolution.

Personal and Community Health

- demonstrate effective conflict management or resolution strategies.
- demonstrate how to ask for assistance to enhance the health of self and others.

use effective verbal communication;

I TELL YOU

Identify feelings (thoughts, ideas)

Tell feelings (thoughts, ideas)

Express using I-statements

Look at the person (people) you are speaking to

Listen to the response

Your body language is appropriate

Open mind

Use assertive communication style

use effective conflict resolution;

CONFLICT

Calm attitude, manage stress

Open to opposing views

Never make assumptions about what the other person (party) is thinking or feeling

Focus on action, not person ("I'm not mad at *you*, I'm mad at what you *did*.")

Look for other options

I-statements

Compromise (Negotiate a solution.)

Teamwork (Make the decision together.)

use effective negotiation;

SLIDE

State what you want/need

Listen and clarify

Identify with other perspectives

Determine common ground

Elicit agreement (Benes & Alperin, 2016, pg. 105)

Health Curriculum - Grade 6

High Priority Standards

National Health Standard 5: (Decision Making)

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

Learning Goal

The student will be able to 'apply steps of decision making and increase levels of critical thinking'. (Benes & Alperin, 2016, pg. 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- applying steps of decision-making process.
- distinguishing between problems that can be solved independently and those that need the help of a peer, adult, or professional.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- decision making, stress, loss, depression, anger, risky, bullying, harassment, alternatives.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Drug Awareness

- analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.
- analyze the legal, emotional, social, and health consequences of using alcohol and other drugs.

Mental, Emotional, and Social Health

- apply a decision-making process to enhance health.
- describe situations for which someone should seek help with stress, loss, and depression.
- compare and contrast being angry and angry behavior, and discuss the consequences.

Injury Prevention and Safety

- use a decision-making process to determine a safe course of action in risky situations.
- use a decision-making process to determine appropriate strategies from responding to bullying and harassment.

Personal and Community Health

Health Curriculum - Grade 6

- analyze the outcomes of a health-related decision.
- predict the potential short-term impact of each alternative on self and others.
- distinguish when individual or collaborative decision making is appropriate.
- identify circumstances that can help or hinder healthy decision making.

DECIDE

Determine the decision - what is it? Does it require thought? Do I need help?

Examine options (healthy and unhealthy alternatives).

Consider the consequences.

Identify values and influences that may affect the decision.

Decide on the healthiest option and act on the decision.

Evaluate and reflect on the outcome. (Benes & Alperin, 2016, pg. 119)

Health Curriculum - Grade 6

High Priority Standards

National Health Standard 6: (Goal Setting)

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

Learning Goal

The student will be 'introduced to SMART goals and increase the extent of the needs assessment'. (Benes & Alperin, 2016, pg. 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing adolescent health issues and selecting appropriate strategies to solve or prevent problems.
- identifying a personal goal and developing steps to meet the goal

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- stress, portion, violence, delinquency, priorities, responsibilities.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Nutrition and Physical Activity

- identify foods within each of the basic food groups and select appropriate servings and portions for his/her age and physical activity levels.

Drug Awareness

- develop personal goals to remain drug-free.

Mental, Emotional, and Social Health

- make a plan to prevent and manage stress.

Injury Prevention and Safety

- develop a personal plan to remain safe and injury-free.
- describe how personal goals can be affected if violence is used to solve problems.
- make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

Health Curriculum - Grade 6

Personal and Community Health

- describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Assess the positive areas and areas for improvement of your personal health.

Identify the areas of health that need improvement or that you want to maintain or enhance.

Create a SMART goal that will address the improvement or maintenance of one health need.

Apply strategies and skills to assist with accomplishing the goal.

Record, reflect on, and evaluate goal progress. (Benes & Alperin, 2016, pg. 135)

Health Curriculum - Grade 6

High Priority Standards

National Health Standard 7: (Self-Management)

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

Learning Goal

The student will be able to 'reinforce the importance of personal responsibility and variety of behaviors'. (Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- providing examples of how to show respect for differences.
- listing stress-reduction, conflict-resolution and self-control strategies.
- practicing safe technology use.
- practicing first aid and emergency procedures.
- fulfilling personal and social responsibilities.
- understanding reproduction, and the implications of sexual activity

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- substance use, abuse and misuse, self-control, conflict-resolution, first aid, emergency response.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- practice appropriate ways to respect and include others who are different from oneself.
- describing the impact heredity and lifestyle choices have on the reproductive system functions and disease formation.
- explaining how to maintain a healthy reproductive system.
- identifying cancer signs and symptoms and explain the importance of monthly self-examinations.

Drug Awareness

- practice positive alternatives to using alcohol, tobacco, and other drugs.

Mental, Emotional, and Social Health

- carry out personal and social responsibilities appropriately.

Health Curriculum - Grade 6

- practice strategies to manage stress.
- demonstrate how to use self-control when angry.

Injury Prevention and Safety

- practice ways to resolve conflicts nonviolently.
- practice safe use of technology.
- practice positive alternatives to gang involvement.
- practice basic first aid and emergency procedures.

Personal and Community Health

- discussing the impacts of discrimination and bullying and why they are wrong.
- describing ways to treat others with dignity and respect.

I AM HEALTHY

Identify current health behaviors.

Analyze your health content.

Make a plan for behaviors change or reinforcement.

Help - get help if you need it.

Explain your role in maintaining and enhancing your health.

Access information, products, and services to support health behaviors.

List barriers and facilitators for the behavior change.

Track progress on the behavior change or reinforcement.

How did your behavior change work? What would you change?

You are in control.

I APPEAR

Identify health behaviors, wants, and needs with in your context.

Access information, products, and services necessary to support health-enhancing behaviors or behavior changes.

Practice health-enhancing behaviors.

Practice avoiding risky health behaviors.

Explain your role in your health.

Assess the outcomes of the behavior changes or of the current health practices.

Reflect on current health practices or changes made. (Benes & Alperin, 2016, pg. 153)

Health Curriculum - Grade 6

High Priority Standards

National Health Standard 8: (Advocacy)

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

Learning Goal

The student will be able to 'continue to tailor messages and extend advocacy efforts to larger audiences and issues.' (Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- modeling ways to stand up for others who are teased or bullied.
- articulating ways to promote healthy behaviors among peers.
- recognizing the various needs and characteristics of diverse people including those with different abilities, chronic disease, different ethnic and cultural backgrounds, and different gender identities or sexual orientation.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- bullying, substance use, misuse and abuse, injury prevention methods.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

The student will be able to:

Growth and Development

- encourage a school environment that is respectful of individual differences.
- object appropriately to teasing or bullying of peers that is based on personal characteristics, gender identity, and sexual orientation.

Drug Awareness

- practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.

Injury Prevention and Safety

- support injury prevention at school, at home, and in the community.
- promote a bully-free school and community environment.
- encourage others to practice safe behaviors, including the proper use of safety belts when riding in vehicles, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities.

Health Curriculum - Grade 6

Personal and Community Health

- demonstrate how to influence and support others to make positive health choices, including the practice of positive peer pressure.
- work cooperatively to advocate for healthy individuals, families, and schools.

I CARE

- Identify and research a relevant and meaningful health issue.
- **C**reate a health-enhancing position or message about the issue that is supported by facts and evidence and is geared toward the audience.
- **A**ct passionately and with conviction.
- **R**elay your health-enhancing message to your audience.
- **E**valuate the effectiveness of the advocacy. (Benes & Alperin, 2016, pg. 166)

Health Curriculum - Grade 7

High Priority Standards

National Health Standard 2: (Analyzing Influences)

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

Learning Goal

Student will be able to 'take a deeper look at influences across multiple contexts and factors and then analyze how those influences have an impact on actions and behaviors'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal as evidenced by

- identifying influences that affect their choices, both internal and external.
- identifying the different dimensions of health that are influenced by others.
- evaluating influences as having positive or negative effect on health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- media, alcohol and other drugs, sexual behavior, mental health, emotional health, social health, culture, body image, gender roles, sexual orientation, peer pressure, marketing and advertising, positive and negative influences, societal influences, respectful and disrespectful behaviors.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- evaluate and describe how internal and external influences such as culture, media and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

Nutrition and Physical Activity

- analyze how internal and external influences affect food choices.

Drug Awareness

- analyze how internal and external influences affect the use and abuse of alcohol, tobacco, and other drugs.

Health Curriculum - Grade 7

- analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors.

Mental, Emotional, and Social Health

- analyze internal and external influences on mental, emotional and social health.

Injury Prevention and Safety

- evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

Personal and Community Health

- evaluate positive and negative influences on personal and community health.

Identify the influence.

Analyze the influence.

How do I know it is influencing me?

What messages am I receiving from this influence?

Is this a positive or negative influence?

How much is this influencing my thoughts, values, beliefs, or actions?

(*Examine* how other factors may be interacting with this influence and how that may be affecting my thoughts, values, beliefs, and behavior choices. *Consider* whether I need to do anything about this influence. What is the best plan of action to handle this influence in my life?) (Benes & Alperin, 2016, pg. 89)

Health Curriculum - Grade 7

High Priority Standards

National Health Standard 3:(Accessing Information)

Student will demonstrate the ability to access valid information and products, and service to enhance health.

Learning Goal

Student will be able to ‘analyze sources to determine validity’. (Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- determining if information and product claims are valid.
- identifying sources for valid health and health products information.
- analyzing situations and determine appropriate level of support needed.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- valid, claims, products, treatment, communicable diseases, prevention.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- identify medically-accurate information about contraception.
- identify medically-accurate information about STDs, including HIV.
- identify sources of support such as parents or other trusted adults that they can go to if they are, or if someone they know, is being bullied, harassed, abused, or assaulted (sexual).
- identify trusted adults in one’s family, school, and community for advice and counseling regarding reproductive and sexual health.
- assess valid information about preventing common communicable diseases.

Nutrition and Physical Activity

- distinguish between valid and invalid sources of nutrition information.

Drug Awareness

Health Curriculum - Grade 7

- analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.

Mental, Emotional and Social Health

- analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.
- describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.

Injury Prevention and Safety

- student analyze sources of information for injury prevention and safety.

Personal and Community Health

- identify trusted sources for information and help with personal health within the community.

analyze sources;

ACCESS

Is it **A**ccurate?

Is it **C**redible?

Is it **C**urrent?

Is it **E**asy to use and access?

What **S**ituations is it best used in?

Are claims or information **S**upported? (Benes & Alperin, 2016, pg. 68)

Health Curriculum - Grade 7

High Priority Standards

National Health Standard 4: (Interpersonal Communication)

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

Learning Goal

The student will be able to 'continue to advance and expand self-expression and conflict resolution'. (Benes & Alperin, 2016, pg. 105)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing characteristics of effective and respectful communication, negotiation, refusal, and avoidance.
- practicing effective communication skills with parents, guardians, health care providers, or other trusted adults.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- communication, negotiation, refusal, avoidance, abstain, boundaries, harassment, assault.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors.
- demonstrate the use of effective communication and negotiation skills about the use of contraception, including abstinence.
- demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.
- demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- demonstrate ways to communicate with trusted adults about bullying, harassment, abuse, or assault (sexual).
- practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.
- use healthy and respectful ways to express friendship, attraction, and affection.

Health Curriculum - Grade 7

- analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

Nutrition and Physical Activity

- demonstrate the ability to use effective skills to model healthy decision making and prevention in the overconsumption of foods and beverages.
- practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.

Drug Awareness

- use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

Injury Prevention and Safety

- report to a trusted adult situations that could lead to injury or harm.
- use communication and refusal skills to avoid violence, gang involvement, and risky situations.
- describe ways to manage interpersonal conflicts nonviolently.
- demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
- describe characteristics of effective communication.

use effective verbal communication;

I TELL YOU

Identify feelings (thoughts, ideas)

Tell feelings (thoughts, ideas)

Express using I-statements

Look at the person (people) you are speaking to

Listen to the response

Your body language is appropriate

Open mind

Use assertive communication style

use effective conflict resolution;

CONFLICT

Calm attitude, manage stress

Open to opposing views

Never make assumptions about what the other person (party) is thinking or feeling

Focus on action, not person ("I'm not mad at *you*, I'm mad at what you *did*.")

Health Curriculum - Grade 7

Look for other options

I-statements

Compromise (Negotiate a solution.)

Teamwork (Make the decision together.)

use effective negotiation;

SLIDE

State what you want/need

Listen and clarify

Identify with other perspectives

Determine common ground

Elicit agreement (Benes & Alperin, 2016, pg. 105)

Health Curriculum - Grade 7

High Priority Standards

National Health Standard 5: (Decision Making)

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

Learning Goal

The student will be able to 'apply steps of decision making and increase levels of critical thinking'. (Benes & Alperin, 2016, pg. 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- applying decision-making model to evaluate healthy vs. unhealthy relationships.
- applying decision-making model when considering various sexual health decisions.
- applying decision-making model to determine safe and healthy strategies for dealing with personal problems.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- decision making, strategies, affection, consequences, exposure, stressors.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- apply a decision-making model to various sexual health decisions.
- analyze why abstinence is the most effective method for the prevention of HIV, STDs and pregnancy.
- identify how good health practices in adolescence affect lifelong health and the health of future children.
- explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
- develop a plan to avoid HIV, AIDS, and other STDs, and pregnancy.
- describe strategies for refusing unwanted sexual activity.
- demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.
- describe personal actions that can protect reproduction and sexual health.

Health Curriculum - Grade 7

- use a decision-making process to examine risky social and dating situations.
- describe healthy ways to express caring, friendship, affection, and love.
- apply a decision making process to determine safe and healthy strategies for dealing with personal health problems.

Nutrition and Physical Activity

- develop strategies for balancing healthy food, snacks, and water intake, along with daily physical activity.
- use a decision-making process to evaluate daily food intake for nutritional requirements.
- identify recreational activities that increase physical activity.
- analyze the physical, mental, and social benefits of physical activity.

Mental, Emotional and Social Health

- use a decision-making process to examine the characteristics of healthy relationships.
- apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
- monitor personal stressors and assess techniques for managing them.

Injury Prevention and Safety

- evaluate why some students are bullies.
- apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.

DECIDE

Determine the decision - what is it? Does it require thought? Do I need help?

Examine options (healthy and unhealthy alternatives).

Consider the consequences.

Identify values and influences that may affect the decision.

Decide on the healthiest option and act on the decision.

Evaluate and reflect on the outcome. (Benes & Alperin, 2016, pg. 119)

Health Curriculum - Grade 7

High Priority Standards

National Health Standard 6: (Goal Setting)

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

Learning Goal

The student will be 'introduced to SMART goals and increase the extent of the needs assessment'. (Benes & Alperin, 2016, pg. 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- establishing goals for improving personal health.
- establishing goals for improving community health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- stressors, violence, delinquency, STDs, HIV, short term goals, long term goals, physical activity.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- develop a plan to protect themselves from STDs, including HIV.

Nutrition and Physical Activity

- make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.
- set a goal to increase daily physical activity.

Drug Awareness

- develop short and long term goals to remain drug free.

Mental, Emotional and Social Health

- develop achievable goals for handling stressors in healthy ways.

Injury Prevention and Safety

Health Curriculum - Grade 7

- make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

Personal and Community Health

- establish goals for improving personal and community health.

Assess the positive areas and areas for improvement of your personal health.

Identify the areas of health that need improvement or that you want to maintain or enhance.

Create a SMART goal that will address the improvement or maintenance of one health need.

Apply strategies and skills to assist with accomplishing the goal.

Record, reflect on, and evaluate goal progress. (Benes & Alperin, 2016, pg. 135)

Health Curriculum - Grade 7

High Priority Standards

National Health Standard 7: (Self-Management)

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

Learning Goal

The student will be able to 'reinforce the importance of personal responsibility and variety of behaviors'. (Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- developing strategies that practice health-enhancing behaviors in dimensions of health including physical, mental, emotional, and sexual.
- developing strategies that avoid or reduce health risks in dimensions of health including physical, mental, emotional, and sexual health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- diverse, health-enhancing behaviors, health risks, guided visualization, aerobic exercise.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- explain the criteria for evaluating the health of a relationship.
- practice respect for individual differences and diverse backgrounds.
- practice personal boundaries in a variety of situations.

Nutrition and Physical Activity

- develop strategies for balancing healthy foods, snacks, and water intake, along with daily physical activity.
- make healthy food choices in a variety of settings.
- assess personal physical activity levels.

Health Curriculum - Grade 7

- examine ways to be physically active throughout a lifetime.

Drug Awareness

- use a variety of effective coping strategies when there is alcohol, tobacco, and other drug use in group situations.
- practice positive alternatives to the use of alcohol, tobacco, and other drugs.

Mental Emotional and Social Health

- practice strategies for dealing with stress such as deep breathing, guided visualization, and aerobic exercise.
- identify positive mental and emotional aspects of participating in a variety of physical activities.
- demonstrate effective coping mechanisms and strategies for managing stress.

Injury Prevention and Safety

- practice ways to resolve conflicts nonviolently.

I AM HEALTHY

Identify current health behaviors.

Analyze your health content.

Make a plan for behavior change or reinforcement.

Help - get help if you need it.

Explain your role in maintaining and enhancing your health.

Access information, products, and services to support health behaviors.

List barriers and facilitators for the behavior change.

Track progress on the behavior change or reinforcement.

How did your behavior change work? What would you change?

You are in control.

I APPEAR

Identify health behaviors, wants, and needs within your context.

Access information, products, and services necessary to support health-enhancing behaviors or behavior changes.

Practice health-enhancing behaviors.

Practice avoiding risky health behaviors.

Explain your role in your health.

Assess the outcomes of the behavior changes or of the current health practices.

Reflect on current health practices or changes made. (Benes & Alperin, 2016, pg. 153)

Health Curriculum - Grade 7

High Priority Standards

National Health Standard 8: (Advocacy)

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

Learning Goal

The student will be able to 'continue to tailor messages and extend advocacy efforts to larger audiences and issues'. (Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- developing a plan to promote a healthy lifestyle for school and community.
- demonstrating the ability to represent healthy choices for others.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- dignity, respect, campaign, aggression, harassment.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- develop a plan to promote dignity and respect for all people in the school community.
- object appropriately to teasing of peers and community members that is based on personal characteristics, gender identity, or sexual orientation.

Nutrition and Physical Activity

- encourage peers to eat healthy foods and to be physically active.

Drug Awareness

- participate in school and community efforts to promote a drug free lifestyle.

Injury Prevention and Safety

- design a campaign for preventing violence, aggression, bullying and harassment.
- demonstrate the ability to influence others' safety behaviors (wearing bicycle helmets and seat belts).

Personal and Community Health

Health Curriculum - Grade 7

- demonstrate the ability to be a positive peer role model in the school and community.

I CARE

- Identify and research a relevant and meaningful health issue.
- Create a health-enhancing position or message about the issue that is supported by facts and evidence and is geared toward the audience.
- Act passionately and with conviction.
- Relay your health-enhancing message to your audience.
- Evaluate the effectiveness of the advocacy. (Benes & Alperin, 2016, pg. 166)

Health Curriculum - Grade 8

High Priority Standards

National Health Standard 2: (Analyzing Influences)

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

Learning Goal

The student will be able to 'take a deeper look at influences across multiple contexts and factors and then analyze how those influences have an impact on actions and behaviors'. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal as evidenced by

- recognizing influences from different contexts and how they affect social health.
- recognizing influences from different contexts and how they affect sexual health.
- categorizing influences as having positive or negative impact on health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- context, social health, sexual health, HIV, STDs, exploitation, positive influence, negative influence, perceptions.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development & Injury Prevention and Safety

- describe situations and influences that could lead to pressure for sexual activity and the risk of contracting HIV and other STDs.
- explain how sexual exploitation can occur through the Internet.
- describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Personal and Community Health

- examine/describe/analyze external influences that impact the health practices, beliefs, and behaviors of adolescents -
 - external - family, peers, school, community, messages from media, and influences of cultures.
 - internal - perceptions of norms, personal values and beliefs.

Health Curriculum - Grade 8

- recognize the many influences on adolescent relationships.
- analyze the influence of technology on adolescent and family health.
- explain how school and public health policies can influence health promotion and disease prevention.

Identify the influence.

Analyze the influence.

How do I know it is influencing me?

What messages am I receiving from this influence?

Is this a positive or negative influence?

How much is this influencing my thoughts, values, beliefs, or actions?

(*Examine* how other factors may be interacting with this influence and how that may be affecting my thoughts, values, beliefs, and behavior choices. *Consider* whether I need to do anything about this influence. What is the best plan of action to handle this influence in my life?) (Benes & Alperin, 2016, pg. 89)

Health Curriculum - Grade 8

High Priority Standards

National Health Standard 3: (Accessing Information)

Student will demonstrate the ability to access valid information and products, and service to enhance health.

Learning Goal

Student will be able to 'analyze sources to determine validity'. (Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- determining if health information, products, and services are accurate.
- identifying medically-accurate resources and health care providers in school, community, and on the internet.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- medically-accurate, health care provider, gender identity, gender expression, sexual orientation, safe surrender policies, prenatal care, non-communicable disease.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- identify medically-accurate and credible sources of information about reproductive and sexual health.
- identify medically-accurate resources about pregnancy prevention and reproductive health care.
- identify medically-accurate sources of pregnancy-related information and support
- identify health care providers for reproductive and sexual health services.

Drug Awareness

- determine ways in which different drugs affect the body and how they interact with body chemistry.

Injury Prevention and Safety

- locate resources in school, in the community, and on the internet for first aid information and training, and assess the validity of the resources.

Health Curriculum - Grade 8

- connect causative factors, symptoms, treatment and preventive measures to their appropriate non-communicable disease.

Personal and Community Health

- access valid health information from homes, school, and community.
- determine the accessibility of products that enhance health.
- locate valid and reliable health products and services.
- describe situations that may require professional health services.

analyze sources

ACCESS

Is it **A**ccurate?

Is it **C**redible?

Is it **C**urrent?

Is it **E**asy to use and access?

What **S**ituations is it best used in?

Are claims or information **S**upported? (Benes & Alperin, 2016, pg. 68)

Health Curriculum - Grade 8

High Priority Standards

National Health Standard 4: (Interpersonal Communication)

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

Learning Goal

The student will be able to 'continue to advance and expand self-expression and conflict resolution'. (Benes & Alperin, 2016, pg. 105)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- using verbal and non-verbal communication to increase healthy outcomes.
- using verbal and non-verbal communication to decrease unhealthy outcomes.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- verbal communication, non-verbal communication, assertive, conflict management, resolution.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.

Mental, Emotional, and Social Health

- solve problems related to the management of difficult feelings, such as loss or disappointment.

Personal and Community Health

- use assertive communication skills to avoid situations that increase risk of communicable disease or illness.

use effective verbal communication;

I TELL YOU

Identify feelings (thoughts, ideas)

Health Curriculum - Grade 8

- Tell feelings (thoughts, ideas)
- Express using I-statements
- Look at the person (people) you are speaking to
- Listen to the response
- Your body language is appropriate
- Open mind
- Use assertive communication style

use effective conflict resolution [or conflict management and resolution strategies;

CONFLICT

- Calm attitude, manage stress
- Open to opposing views
- Never make assumptions about what the other person (party) is thinking or feeling
- Focus on action, not person ("I'm not mad at *you*, I'm mad at what you *did*.")
- Look for other options
- I-statements
- Compromise (Negotiate a solution.)
- Teamwork (Make the decision together.)

use effective negotiation;

SLIDE

- State what you want/need
- Listen and clarify
- Identify with other perspectives
- Determine common ground
- Elicit agreement (Benes & Alperin, 2016, pg. 105)

Health Curriculum - Grade 8

High Priority Standards

National Health Standard 5: (Decision Making)

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

Learning Goal

The student will be able to 'apply steps of decision making and increase levels of critical thinking'. (Benes & Alperin, 2016, pg. 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- applying decision making to different situations to determine healthy choices.
- connecting the decision made with possible health outcome.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- decision making, outcome, FDA, privilege, supplements.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- demonstrate the use of decision-making model and evaluate possible outcomes of decisions adolescents might make to protect against teen pregnancy and communicable disease.
- analyze the responsibilities and privileges of becoming a young adult.

Nutrition and Physical Activity

- describe the relationship between poor nutrition and health risk factors.
- evaluate the accuracy of claims about dietary supplements and popular diets.
- describe how to access nutrition information about foods offered in restaurants in one's community.
- identify places where youths and families can be physically active.
- contrast healthy and risky approaches to weight management.

DECIDE

Health Curriculum - Grade 8

Determine the decision - what is it? Does it require thought? Do I need help?

Examine options (healthy and unhealthy alternatives).

Consider the consequences.

Identify values and influences that may affect the decision.

Decide on the healthiest option and act on the decision.

Evaluate and reflect on the outcome. (Benes & Alperin, 2016, pg. 119)

Health Curriculum - Grade 8

High Priority Standards

National Health Standard 6: (Goal Setting)

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

Learning Goal

The student will be 'introduced to SMART goals and increase the extent of the needs assessment'. (Benes & Alperin, 2016, pg. 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing adolescent health issues and select appropriate strategies to solve or prevent problems.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- strategies, HIV, AIDS, STDs, priorities, responsibilities.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.

Nutrition and Physical Activity

- assess personal healthy practices.
- develop a goal to adopt, maintain, or improve a personal health practice.

Personal and Community Health

- apply strategies and skills needed to attain a personal health goal.
- describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Assess the positive areas and areas for improvement of your personal health.

Identify the areas of health that need improvement or that you want to maintain or enhance.

Create a SMART goal that will address the improvement or maintenance of one health need.

Health Curriculum - Grade 8

Apply strategies and skills to assist with accomplishing the goal.

Record, reflect on, and evaluate goal progress.(Benes & Alperin, 2016, pg. 135)

Health Curriculum - Grade 8

High Priority Standards

National Health Standard 7: (Self-Management)

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

Learning Goal

The student will be able to 'reinforce the importance of personal responsibility and variety of behaviors'. (Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing ways to treat others with respect for their health.
- describing ways to care for self with healthy practices and behaviors.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- responsibility, dignity, respect, practice, behavior, disease, cancer, self-examinations, discrimination.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Grow and Development

- practice personal boundaries in a variety of situations.

Nutrition Physical Activity

- describe the relationship between poor nutrition and health risk factors.

Mental, Emotional and Social Health

- demonstrate basic movements in other stress-reducing activities, such as yoga and tai chi.

Injury Prevention and Safety

- demonstrate behaviors to avoid or reduce health risks to self and others.

Personal and Community Health

- demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Health Curriculum - Grade 8

- explain the importance of assuming responsibility for personal health behaviors.

I AM HEALTHY

Identify current health behaviors.

Analyze your health content.

Make a plan for behaviors change or reinforcement.

Help - get help if you need it.

Explain your role in maintaining and enhancing your health.

Access information, products, and services to support health behaviors.

List barriers and facilitators for the behavior change.

Track progress on the behavior change or reinforcement.

How did your behavior change work? What would you change?

You are in control.

I APPEAR

Identify health behaviors, wants, and needs with in your context.

Access information, products, and services necessary to support health-enhancing behaviors or behavior changes.

Practice health-enhancing behaviors.

Practice avoiding risky health behaviors.

Explain your role in your health.

Assess the outcomes of the behavior changes or of the current health practices.

Reflect on current health practices or changes made.(Benes & Alperin, 2016, pg. 153)

Health Curriculum - Grade 8

High Priority Standards

National Health Standard 8: (Advocacy)

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

Learning Goal

The student will be able to 'continue to tailor messages and extend advocacy efforts to larger audiences and issues'. (Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating how to influence and support others to make healthy choices.
- working cooperatively to advocate for healthy individuals, families, and schools.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- influence, cooperative, advocate, health-enhancing, positive, respectful, audience.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- support and encourage safe, respectful, and responsible relationships.

Personal and Community Health

- promote a positive and respectful school environment.
- demonstrate the ability to be a positive peer role model in the school and community.
- state a health-enhancing position on a topic and support it with accurate information.
- demonstrate how to influence and support others to make positive health choices.
- identify ways in which health messages and communication techniques can be altered for different audiences.

I CARE

Identify and research a relevant and meaningful health issue.

Health Curriculum - Grade 8

Create a health-enhancing position or message about the issue that is supported by facts and evidence and is geared toward the audience.

Act passionately and with conviction.

Relay your health-enhancing message to your audience.

Evaluate the effectiveness of the advocacy.(Benes & Alperin, 2016, pg. 166)