K-5 Health Curriculum

Course Description:

The wellness curriculum in kindergarten through fifth grade is designed to provide a health and fitness foundation through the development of body management practices and an awareness of the body's need for physical activity and the importance of healthy habits.

Health topics and skills are incorporated throughout the year during wellness lessons. Students learn about healthy habits related to nutrition, personal hygiene/grooming, healthy relationships, social-emotional wellness, and safety. Students participate in a variety of activities which include explorative games, peer discussion, and hands-on lessons.

Course Expectations and Rationale:

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. Health is affected by a variety of positive and negative influences within society. Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. Effective communication enhances personal, family, and community health. Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. Health is affected by a variety of positive and negative influences within society, and research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life.

K-5 Scope and Sequence:

Unit 1: Concepts of Wellness
Students will have an understanding of what it means to be physically, socially, emotionally, and mentally well. They will learn how to improve upon different facets of wellness (how to cope with stress in a healthy way, how exercise benefits the body, and hygiene) in a way that is individualized and significant to the student. Students will learn about various body systems and how different organs interact with one another.

Unit 2: Mental, Emotional, and Social Health & Goal Setting
Students will have an understanding of healthy social-emotional skills, including conflict resolution, self-regulation, coping, advocacy, and safety. They will learn the importance of goal setting and building positive relationships.

Unit 3: **Analyzing Influences & Decision Making**
Students will have an understanding of factors that influence health and wellness (nutrition, substance abuse, peer conflict resolutions, and coping strategies). They will learn the importance of developing healthy habits for optimal lifestyles.

Unit 4: Healthy and Safe Relationships
Students will analyze what it means to be a good friend and learn to demonstrate the characteristics of a good friend. Students will learn to identify positive adult relationships and what constitutes an inappropriate relationship. They will be able to identify safe versus unsafe behaviors in various environments and settings (water safety, train track safety, stranger safety, etc.). Students in the 4th and 5th grades will be introduced to human growth and development changes during puberty.

Kindergarten Students will learn about the bones and the heart. Students will identify the qualities of a good friend. Students will identify ways to protect the body from the environment (e.g., sunscreen, insect repellant, sunglasses, goggles, hats).	
Priority Standards	• Students will comprehend concepts related to health promotion and disease prevention to enhance health. • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Students will demonstrate the ability to access valid information, products, and services to enhance health. • Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Students will demonstrate the ability to use decision-making skills to enhance health. • Students will demonstrate the ability to use goal-setting skills to enhance health. • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • Students will demonstrate the ability to advocate for personal, family, and community health.
Essential Questions	• What are health and wellness? • Why is it important to know my body? • How do healthy decision-making skills effectively enhance health and well-being? • How do I identify trusted adults who support my healthy development?
Enduring Understandings	• Students will be able to define and explain communicable diseases/germs. • Students will explain and be able to apply safety aspects to their everyday life.
MO GLEs	• Recognize how germs are spread and apply practices to reduce germs in our community (e.g., hand washing, not eating food off the floor, not touching others' food, wash fruits and vegetables). ME2DK • Identify community helpers and health professionals (e.g., fire, police, nurse, doctor, dentist, pediatrician, pharmacist, safety patrol). ME3CK • Identify ways to protect the body from the environment (e.g., sunscreen, insect repellant, sunglasses, goggles, hats). RA4BK
PreK-2 National Health Education Standards	• 1.2.1 Identify that healthy behaviors impact personal health. • 1.2.2 Recognize that there are multiple dimensions of health. • 1.2.3 Describe ways to prevent communicable diseases. • 1.2.4 List ways to prevent common childhood injuries. • 1.2.5 Describe why it is important to seek health care. • 2.2.1 Identify how the family influences personal health practices and behaviors. • 2.2.2 Identify what the school can do to support personal health practices and behaviors. • 2.2.3 Describe how the media can influence health behaviors. • 3.2.1 Identify trusted adults and professionals who can help promote health. • 3.2.2 Identify ways to locate school and community health helpers. • 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings. • 4.2.2 Demonstrate listening skills to enhance health. • 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.

	• 5.2.1 Identify situations when a health-related decision is needed. • 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal. • 7.2.2 Demonstrate behaviors that avoid or reduce health risks. • 8.2.2 Encourage peers to make positive health choices. • 8.2.2 Encourage peers to make positive health choices.

1st Grade Students will learn about the five senses. Students will identify different muscles and bones of the body. Students will learn how to identify their feelings. Students will learn about the different food groups. Students will learn to recognize that physical activity increases heart and respiratory rates. Students will identify how to make health-enhancing decisions. Students will identify ways to stay safe in bad weather (e.g., tornados, electric storms). Students will learn to identify safety rules for being around strangers and using the internet. Students will identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan).	
Priority Standards	• Students will comprehend concepts related to health promotion and disease prevention to enhance health. • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Students will demonstrate the ability to access valid information, products, and services to enhance health. • Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Students will demonstrate the ability to use decision-making skills to enhance health. • Students will demonstrate the ability to use goal-setting skills to enhance health. • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • Students will demonstrate the ability to advocate for personal, family, and community health.
Essential Questions	• How do the body systems function and work together? • How do I keep myself and others safe? • Why is it important to know my body? • What knowledge, skills, and behaviors support personal safety?
Enduring Understandings	• Students will explain and be able to apply safety aspects to their everyday life. • Students will understand how to deal with interpersonal relationship conflict and work to create a positive outcome. • Students will be able to identify feelings and emotions for themselves and others within their community.
MO GLEs	• Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene). ME1A1 • Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood). FS2B1 • Recognize that physical activity increases heart and respiratory rate. ME1D1 • Identify signs of illness and list ways to help you recover. Define germs, where

	they are found, and what harm they cause to the body. RA1A1 • Demonstrate specific safe practices and procedures in and around water (e.g., life jackets, buddy system, inclement weather). RA2D1 • Identify ways to stay safe in bad weather (e.g., tornado, electric storms). Identify safety rules for being around strangers and using the internet. Identify potential hazards in and around the home (e.g., kitchen, bathroom, yard, evacuation plan). RA2A1
PreK-2 National Health Education Standards	• 1.2.1 Identify that healthy behaviors impact personal health. • 1.2.2 Recognize that there are multiple dimensions of health. • 1.2.3 Describe ways to prevent communicable diseases. • 1.2.4 List ways to prevent common childhood injuries. • 1.2.5 Describe why it is important to seek health care. • 2.2.1 Identify how the family influences personal health practices and behaviors. • 2.2.2 Identify what the school can do to support personal health practices and behaviors. • 2.2.3 Describe how the media can influence health behaviors. • 3.2.1 Identify trusted adults and professionals who can help promote health. • 3.2.2 Identify ways to locate school and community health helpers. • 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings. • 4.2.2 Demonstrate listening skills to enhance health. • 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. • 5.2.1 Identify situations when a health-related decision is needed. • 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal. • 7.2.2 Demonstrate behaviors that avoid or reduce health risks. • 8.2.2 Encourage peers to make positive health choices.

2nd Grade Students will describe how people grow and change throughout life (physically, mentally, emotionally, and socially). They will recognize the influence peers have on people (shared interests, goals, and values). Students will identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients). Students will identify various types of drugs (e.g., nicotine, alcohol, and street drugs) and explain what constitutes a drug-free and safe community. Students will identify healthy activities that can relieve uncomfortable feelings and emotions.	
Priority Standards	• Students will comprehend concepts related to health promotion and disease prevention to enhance health. • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Students will demonstrate the ability to access valid information, products, and services to enhance health. • Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Students will demonstrate the ability to use decision-making skills to enhance health. • Students will demonstrate the ability to use goal-setting skills to enhance health. • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

	• Students will demonstrate the ability to advocate for personal, family, and community health.
Essential Questions	• What are nutrients and why are they important? • How do I use goal-setting strategies effectively to enhance my health and well-being? • How do I advocate for personal, family, and community health? • How do healthy decision-making skills effectively enhance health and well-being? • How do I identify various types of drugs (e.g., nicotine, alcohol, and street drugs) and explain what constitutes a drug-free and safe community?
Enduring Understandings	• Students will be able to define, explain and apply nutrition to their everyday life. • Students will evaluate the short and long-term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability) and draw conclusions on the impact of these substances on a personal and social level. • Students will analyze personal eating habits and identify ways to improve their overall nutrition. • Students will understand how they can influence their peers and how peer influences can affect them. • Students will demonstrate appropriate refusal skills to protect their health.
MO GLEs	• Describe how people grow and change throughout life (physically, mentally, emotionally, and socially). ME1C2 • Recognize the influence peers have on people (shared interests, goals, and values). FS2A2 • Identify the basic parts of the Nutrition Facts label (e.g., serving size, fat, sugar, ingredients). ME2C2 • Identify various types of drugs (e.g., nicotine, alcohol, and street drugs). Explain what constitutes a drug-free and safe community. RA3A2 • Identify healthy activities that can relieve uncomfortable feelings and emotions. ME4D2
PreK-2 National Health Education Standards	• 1.2.1 Identify that healthy behaviors impact personal health. • 1.2.2 Recognize that there are multiple dimensions of health. • 1.2.3 Describe ways to prevent communicable diseases. • 1.2.4 List ways to prevent common childhood injuries. • 1.2.5 Describe why it is important to seek health care. • 2.2.1 Identify how the family influences personal health practices and behaviors. • 2.2.2 Identify what the school can do to support personal health practices and behaviors. • 2.2.3 Describe how the media can influence health behaviors. • 3.2.1 Identify trusted adults and professionals who can help promote health. • 3.2.2 Identify ways to locate school and community health helpers. • 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings. • 4.2.2 Demonstrate listening skills to enhance health. • 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. • 5.2.1 Identify situations when a health-related decision is needed. • 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal. • 7.2.2 Demonstrate behaviors that avoid or reduce health risks. • 8.2.2 Encourage peers to make positive health choices.

3rd Grade Students will describe how personal health is enhanced by behaviors (including care of skin, teeth, gums, hair, eyes, nose, ears, and nails). Students will learn how to construct a plan of what to do when home alone (e.g., emergency phone list, not answering the door, not using the stove). Students will be able to define refusal skills (strategies that help you say no) and assertive skills (skills that allow you to behave with confidence). Students will recognize different types of pollution and how they affect one's health (noise, water, air, land).	
Priority Standards	• Students will comprehend concepts related to health promotion and disease prevention to enhance health. • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Students will demonstrate the ability to access valid information, products, and services to enhance health. • Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Students will demonstrate the ability to use decision-making skills to enhance health. • Students will demonstrate the ability to use goal-setting skills to enhance health. • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • Students will demonstrate the ability to advocate for personal, family, and community health.
Essential Questions	• How do I use goal-setting strategies effectively to enhance my health and well-being? • How do I advocate for personal, family, and community health? • In what ways do family, peers, culture, media, technology and other factors influence health-related behaviors and decisions? • How do healthy decision-making skills effectively enhance health and well-being? • How do family, peers, culture, media, technology, and other factors influence my health-related behaviors and decisions? • How do I identify trusted adults who support my healthy development?
Enduring Understandings	• Students will understand how to find and use reliable sources for making safe decisions. • Students will understand the positive and negative effects of social media and understand how to implement healthy coping strategies. • Students will be able to advocate for themselves and understand how to advocate for their peers. • Students will understand how to protect themselves and report violence, accidents, and injuries. • Students will understand the positive and negative effects of social media and how to implement healthy coping strategies.
MO GLEs	• Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, and nails). ME1A3 • Sequence the stages of the human life cycle (e.g., infant, toddler, preschool, school-age). ME1C3 • Construct a plan of what to do when home alone (e.g., emergency phone list, not answering the door, not using the stove). RA2A3 • Define refusal skills (strategies that help you say no) and assertive skills (skills

	that allow you to behave with confidence). ME4B3 • Recognize different types of pollution and how they affect one's health (noise, water, air, land). RA4A3
3-5 National Health Education Standards	• 1.5.1 Describe the relationship between healthy behaviors and personal health. • 1.5.2 Identify examples of emotional, intellectual, physical, and social health. • 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health. • 1.5.4 Describe ways to prevent common childhood injuries and health problems. • 1.5.5 Describe when it is important to seek health care. • 2.5.1 Describe how family influences personal health practices and behaviors. • 2.5.2 Identify the influence of culture on health practices and behaviors. • 2.5.3 Identify how peers can influence healthy and unhealthy behaviors. • 2.5.4 Describe how the school and community can support personal health practices and behaviors. • 2.5.5 Explain how media influences thoughts, feelings, and health behaviors. • 2.5.6 Describe ways that technology can influence personal health. • 3.5.1 Identify characteristics of valid health information, products, and services. • 3.5.2 Locate resources from home, school, and community that provide valid health information. • 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. • 4.5.2 Demonstrate refusal skills that avoid or reduce health risks. • 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict. • 4.5.4 Demonstrate how to ask for assistance to enhance personal health. • 5.5.1 Identify health-related situations that might require a thoughtful decision. • 5.5.2 Analyze when assistance is needed in making a health-related decision. • 5.5.3 List healthy options to health-related issues or problems. • 5.5.4 Predict the potential outcomes of each option when making a health-related decision. • 6.5.1 Set a personal health goal and track progress toward its achievement. • 6.5.2 Identify resources to assist in achieving a personal health goal. • 7.5.1 Identify responsible personal health behaviors. • 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks. • 8.5.1 Express opinions and give accurate information about health issues. • 8.5.2 Encourage others to make positive health choices.

4th Grade Students will identify and describe the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions). Students will learn to identify and describe the basic structure and functions of the endocrine system including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal), energy, and metabolism (thyroid). Students will relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate. Students will identify steps of conflict resolution: (1) identify the conflict; (2) agree to disagree; (3) listen to each other; (4) negotiate; (5) compromise on a solution.	
Priority Standards	• Students will comprehend concepts related to health promotion and disease prevention to enhance health. • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Students will demonstrate the ability to access valid information, products, and services to enhance health.

	• Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Students will demonstrate the ability to use decision-making skills to enhance health. • Students will demonstrate the ability to use goal-setting skills to enhance health. • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • Students will demonstrate the ability to advocate for personal, family, and community health.
Essential Questions	• How do the body systems function and work together? • Why is it important to know my body? • What are the basic structures and functions of the endocrine system? • What information and skills do I need to resolve conflict and mediate disputes? • How do I advocate for personal, family, and community health? • In what ways do family, peers, culture, media, technology and other factors influence health-related behaviors and decisions? • How do healthy decision-making skills effectively enhance health and well-being? • What knowledge, skills, and behaviors support personal safety? • How do I identify trusted adults who support my healthy development?
Enduring Understandings	• Students will understand the positive and negative effects of social media and understand how to implement healthy coping strategies. • Students will be able to advocate for themselves and understand how to advocate for their peers. • Students will understand how to protect themselves and report violence, accidents, and injuries. • Students will understand how to deal with interpersonal relationship conflict and work to create a positive outcome. • Students will learn how to listen to a peer with empathy and work towards a compromise. • Students will learn how to use restorative practices to cultivate empathy and community. • Students will be able to recognize the rapid changes in adolescent development.
MO GLEs	• Identify and describe the basic structure and function of the male and female reproductive system (e.g., menstrual cycle, nocturnal emissions). FS1K4 • Identify and describe the basic structure and functions of the endocrine system including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal), energy, and metabolism (thyroid). FS1J4 • Relate the effects of human actions towards people with diverse backgrounds and demonstrate ways to effectively communicate with them. FS2B4 • Identify steps of conflict resolution: (1) identify the conflict; (2) agree to disagree; (3) listen to each other; (4) negotiate; (5) compromise on a solution. ME4B4
3-5 National Health Education Standards	• 1.5.1 Describe the relationship between healthy behaviors and personal health. • 1.5.2 Identify examples of emotional, intellectual, physical, and social health. • 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health. • 1.5.4 Describe ways to prevent common childhood injuries and health problems. • 1.5.5 Describe when it is important to seek health care. • 2.5.1 Describe how family influences personal health practices and behaviors. • 2.5.2 Identify the influence of culture on health practices and behaviors. • 2.5.3 Identify how peers can influence healthy and unhealthy behaviors.

	• 2.5.4 Describe how the school and community can support personal health practices and behaviors. • 2.5.5 Explain how media influences thoughts, feelings, and health behaviors. • 2.5.6 Describe ways that technology can influence personal health. • 3.5.1 Identify characteristics of valid health information, products, and services. • 3.5.2 Locate resources from home, school, and community that provide valid health information. • 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. • 4.5.2 Demonstrate refusal skills that avoid or reduce health risks. • 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict. • 4.5.4 Demonstrate how to ask for assistance to enhance personal health. • 5.5.1 Identify health-related situations that might require a thoughtful decision. • 5.5.2 Analyze when assistance is needed in making a health-related decision. • 5.5.3 List healthy options to health-related issues or problems. • 5.5.4 Predict the potential outcomes of each option when making a health-related decision. • 6.5.1 Set a personal health goal and track progress toward its achievement. • 6.5.2 Identify resources to assist in achieving a personal health goal. • 7.5.1 Identify responsible personal health behaviors. • 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks. • 8.5.1 Express opinions and give accurate information about health issues. • 8.5.2 Encourage others to make positive health choices.

5th Grade Students will create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, and healthy snacking. Students will recognize the rapid changes in adolescent development (e.g., social, emotional, physical, and intellectual growth). Students will research and analyze the physical, emotional, social, and intellectual changes occurring during puberty. Students will identify how family, friends, and culture can influence personal health practices and decisions. Students will devise a plan to reduce the risk of becoming a victim of violence, including violence prevention strategies (e.g., learn to protect yourself, avoid violent situations, choose friends wisely, and don't talk to strangers).	
Priority Standards	• Students will comprehend concepts related to health promotion and disease prevention to enhance health. • Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. • Students will demonstrate the ability to access valid information, products, and services to enhance health. • Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. • Students will demonstrate the ability to use decision-making skills to enhance health. • Students will demonstrate the ability to use goal-setting skills to enhance health. • Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • Students will demonstrate the ability to advocate for personal, family, and community health.
Essential Questions	• What are health and wellness? • How do the body systems function and work together?

	• How do I keep myself and others safe? • How do I use goal-setting strategies effectively to enhance my health and well-being? • How do I advocate for personal, family, and community health? • In what ways do family, peers, culture, media, technology and other factors influence health-related behaviors and decisions? • Why is the ability to access accurate health information a critical skill, and where can one access accurate information, products, and services? • What knowledge, skills, and behaviors support personal safety? • How do I protect myself and others from violence, accidents, and injuries?
Enduring Understandings	• Students will understand how to find and use reliable sources for making safe decisions. • Students will understand the positive and negative effects of social media and understand how to implement healthy coping strategies. • Students will be able to advocate for themselves and understand how to advocate for their peers. • Students will understand how to protect themselves and report violence, accidents, and injuries. • Students will be able to recognize the rapid changes in adolescent development. • Students will be able to research and analyze the physical, emotional, social, and intellectual changes occurring during puberty.
MO GLEs	• Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, and healthy snacking. ME1A5 • Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth). ME1C5 • Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty. FS1K5 • Identify how family, friends, and culture can influence personal health practices and decisions. FS2A5 • Devise a plan to reduce the risk of becoming a victim of violence, including violence prevention strategies (e.g., learn to protect yourself, avoid violent situations, choose friends wisely, and don't talk to strangers). HE4E5
3-5 National Health Education Standards	• 1.5.1 Describe the relationship between healthy behaviors and personal health. • 1.5.2 Identify examples of emotional, intellectual, physical, and social health. • 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health. • 1.5.4 Describe ways to prevent common childhood injuries and health problems. • 1.5.5 Describe when it is important to seek health care. • 2.5.1 Describe how family influences personal health practices and behaviors. • 2.5.2 Identify the influence of culture on health practices and behaviors. • 2.5.3 Identify how peers can influence healthy and unhealthy behaviors. • 2.5.4 Describe how the school and community can support personal health practices and behaviors. • 2.5.5 Explain how media influences thoughts, feelings, and health behaviors. • 2.5.6 Describe ways that technology can influence personal health. • 3.5.1 Identify characteristics of valid health information, products, and services. • 3.5.2 Locate resources from home, school, and community that provide valid health information. • 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. • 4.5.2 Demonstrate refusal skills that avoid or reduce health risks. • 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict. • 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

	• 5.5.1 Identify health-related situations that might require a thoughtful decision. • 5.5.2 Analyze when assistance is needed in making a health-related decision. • 5.5.3 List healthy options to health-related issues or problems. • 5.5.4 Predict the potential outcomes of each option when making a health-related decision. • 6.5.1 Set a personal health goal and track progress toward its achievement. • 6.5.2 Identify resources to assist in achieving a personal health goal. • 7.5.1 Identify responsible personal health behaviors. • 7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks. • 8.5.1 Express opinions and give accurate information about health issues. • 8.5.2 Encourage others to make positive health choices.

6-8 Health Curriculum

Course Description:

Health education provides students with the skills and functional knowledge to develop lifelong wellness. Lifelong wellness is the ability to care for oneself within all dimensions of health; physical, mental/emotional, environmental, social, spiritual, intellectual, and occupational-making continuing adjustments throughout our lives. Our goal is to encourage students to recognize that their choices impact lifelong health.

Students will develop high-level comprehension and understanding in the areas of personal wellness, mental and emotional health, drugs, alcohol, and tobacco, body systems and disease, nutrition and fitness, consumer and environmental health, and human sexuality.

Course Expectations and Rationale:

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. Health is affected by a variety of positive and negative influences within society. Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. Effective communication enhances personal, family, and community health. Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. Health is affected by a variety of positive and negative influences within society, and research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life.

Course Priority 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, 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.

6-8 Scope and Sequence:

Unit 1: Concepts of Wellness
Students will learn about the different dimensions of wellness and how they interact with each other. They will find evidence of these in their lives and work toward a balance among them in order to thrive. * Components of fitness and the effects of exercise on the muscular, skeletal, cardiovascular, and respiratory systems will be taught in physical education.

Unit 2: Mental, Emotional, and Social Health & Goal Setting

Students will develop self-awareness around their own mental, emotional, and social health and learn about strategies to manage them. They will learn about various mental health disorders and recognize signs of them in themselves and others. Students will also practice the skill of goal setting to impact their own health positively.

Unit 3: Analyzing Influences & Decision Making
Students will learn how to recognize health influences and make decisions in the areas of substance use and abuse, as well as nutrition. They will learn about the nervous system and digestive system and their relation to substance use and abuse as well as nutrition.

Unit 4: Health Advocacy and Sexual Health Education

6th-8th Grade: DESE Child Sexual Abuse Prevention Training
Students will be provided training that includes:

1. instruction providing students with the knowledge and tools to recognize sexual abuse,
2. instruction providing students with the knowledge and tools to report an incident of sexual abuse,
3. actions that a student who is a victim of sexual abuse could take to obtain assistance and intervention, and
4. available resources for students affected by sexual abuse.

7th Grade: In this unit, students will learn about disease risk factors and prevention as well as how the immune system fights against them. Sexually transmitted infections will be included in this unit. Students will also learn how to be health advocates for themselves and others.

8th Grade: In this unit, students will learn about the reproductive and endocrine systems, puberty, contraceptives, abstinence, conception, and fetal development. They will also learn about the importance of consent in personal relationships. Students will learn about the difference between gender identity, gender expression, and sexual orientation. Students will learn there are a variety of gender expressions and identities, and all deserve to be shown respect. Students will learn how society may reinforce ways in which each gender should act and behave, to which a person may not always conform.

6th Grade	
Unit 1: Concepts of Wellness	Students will learn about the different dimensions of wellness and how they interact with each other. They will find evidence of these in their lives and work toward a balance among them in order to thrive. *Components of fitness and the effects of exercise on the muscular, skeletal, cardiovascular, and respiratory systems will be taught in physical education.
Unit 2: Mental, Emotional, and Social Health & Goal Setting	Students will develop self-awareness around their own mental, emotional, and social health and learn about strategies to manage them. They will learn about various mental health disorders and recognize signs of them in themselves and others. Students will also practice the skill of goal setting to impact their own health positively.
Unit 3: Analyzing Influences & Decision Making	Students will learn how to recognize health influences and make decisions in the areas of wellness, mental, emotional, and social health, and goal setting.
Unit 4: Health Advocacy and Sexual Health Education	Students will be provided training that includes: 1. instruction providing students with the knowledge and tools to recognize sexual abuse, 2. instruction providing students with the knowledge and tools to report an incident of sexual abuse, 3. actions that a student who is a victim of sexual abuse could take to obtain

	assistance and intervention, and 4. available resources for students affected by sexual abuse.
Essential Questions	• How does one notice different dimensions of wellness working together in their life? • What lifestyle choices can one make to keep their body healthy? • How does one communicate to enhance and advocate for their own personal health and the health of others? • How can one take care of their developmental and sexual health in adolescence? • How can one set boundaries related to their sexual health and respect the boundaries of others? • What are stressors, and how does one manage them? • How do you know when you or a loved one needs help, and where do you go for that help? • What makes a healthy relationship? • What does healthy communication look like? • How is goal setting related to health-enhancing practices? • Why are empathy and inclusion necessary for developing personal health and a safe and healthy community? • How do we reduce the stigma around health-related topics to empower students to advocate for themselves and their physical, social, and emotional needs? • How does one manage peer pressure and use refusal skills? • How can one make informed health decisions using valid and reliable resources while recognizing their sources of influence?
Enduring Understandings	• Students will evaluate the presence of each dimension of wellness in their lives. • Students will explain how their lifestyle choices affect their wellness. • Students will demonstrate how to help themselves or someone else in situations of self-harm, suicide, and mental health disorders. • Students will formulate a plan to manage stress and identify positive coping skills they can use. • Students will effectively use verbal and nonverbal communication skills. • Students will set a personal goal and will monitor their progress toward that goal. • Students will evaluate the effects of various influences on their health-related decisions. • Students will apply their knowledge of influences to make healthy decisions. • Students will evaluate their resources to ensure validity and relevance. • Students will demonstrate effective refusal skills. • Students will understand the importance of safely navigating the internet and technology.
MO GLEs	• Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene). ME1B6 • Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease). ME1C6 • Analyze information about the transmission and prevention of communicable diseases. RA1C6 • Locate, select, and organize information about non-communicable diseases that may impact adolescents such as diabetes, asthma, joint disease, cancer, and mental disorder). RA1D6
6-8 National	• 1.8.1 Analyze the relationship between healthy behaviors and personal health.

Health Education Standards	● 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. ● 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. ● 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. ● 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. ● 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. ● 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. • 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. • 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.
6-8 DESE Required: Child Sexual Abuse Prevention Education Standards	• Describe healthy ways to express affection, love, friendship, and concern and identify thoughts and feelings and how they relate to self-concept. • Compare and contrast the characteristics of healthy and unhealthy relationships. • Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. • Describe a range of ways people express affection within various types of relationships. • Explain the qualities of a healthy dating relationship. • Describe how power differences such as age, gender, socio-economic status, immigration status, race or unequal position (student/teacher, supervisor/employee) may impact relationships. • Recognize and describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. • Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence) and describe their impacts on sexual health. • Explain why a person who has been sexually harassed, abused, or assaulted or has been victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator and is illegal. • Define sex trafficking, sexual exploitation and gender-based violence. • Describe and discuss situations and behaviors that constitute violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape). • Also discuss why/how these violent behaviors are harmful and the potential short-term and long-term impact. • Explain the role of bystanders in escalating, preventing or stopping violence or supporting the victim. • Explain why individuals have the right to refuse sexual contact and no one has the right to touch anyone else in a sexual manner without consent. • Explain the importance of talking with parents and/or other trusted adults about issues related to feelings, relationships, growth and development, sexual health, and interpersonal and sexual violence. • Explain that a person who has been sexually assaulted, raped, or exploited is not at fault. • Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships. • Evaluate the impact of technology (e.g., use of smartphones, GPS tracking)

	and social media on relationships (e.g., consent, communication). ● Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they or someone they know are being sexually harassed, abused, assaulted, exploited or trafficked. ● Demonstrate communication skills that support healthy relationships. ● Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. ● Demonstrate effective skills to establish boundaries about the use of technology in relationships. ● Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation and trafficking. ● Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). ● Apply individual and collaborative decision-making processes related to sexual health safety situations, including active consent, sexual mistreatment, grooming, harassment, abuse, assault and exploitation. ● Develop a plan to stay safe when using social media ● Describe strategies a person could use, when it is safe to do so, to intervene when someone is being ● sexually harassed or someone he or she knows ● is perpetuating unhealthy or coercive behaviors. ● Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. ● Describe ways to treat others with dignity and respect with a focus on respecting boundaries. ● Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, gender identity, sexual orientation, differing abilities, immigration status, family structure).

7th Grade	
Unit 1: Concepts of Wellness	Students will learn about the different dimensions of wellness and how they interact with each other. They will find evidence of these in their lives and work toward a balance among them in order to thrive. *Components of fitness and the effects of exercise on the muscular, skeletal, cardiovascular, and respiratory systems will be taught in physical education.
Unit 2: Mental, Emotional, and Social Health & Goal Setting	Students will develop self-awareness around their own mental, emotional, and social health and learn about strategies to manage them. Students will also practice the skill of goal setting to impact their own health positively.
Unit 3: Analyzing Influences & Decision Making	Students will learn how to recognize health influences and make decisions about their nutrition. They will learn about the nervous system and digestive system and their relation to nutrition.
Unit 4: Health Advocacy and Sexual Health Education	Students will learn about disease risk factors and prevention as well as how the immune system fights against them. Students will learn how to be health advocates for themselves and others. Using the latest medically factual and developmentally appropriate information students will learn about the endocrine system and the reproductive system.

	Students will be provided training that includes: 1. instruction providing students with the knowledge and tools to recognize sexual abuse, 2. instruction providing students with the knowledge and tools to report an incident of sexual abuse, 3. actions that a student who is a victim of sexual abuse could take to obtain assistance and intervention, and 4. available resources for students affected by sexual abuse.
Essential Questions	● What knowledge is necessary to promote health and prevent disease? ● How can one reduce their risk for disease? ● How can one set boundaries related to their sexual health and respect the boundaries of others? ● How do you know when you or a loved one needs help, and where do you go for that help? ● What makes a healthy relationship? ● What goals do you have, both short-term and long-term? ● Why are empathy and inclusion necessary for developing personal health and a safe and healthy community? ● How do we reduce the stigma around health-related topics to empower students to advocate for themselves and their physical, social, and emotional needs? ● Who or what influences health-related decisions? ● What makes food more nutrient-dense? ● How does one's relationship with food influence health and wellness? ● How can one make informed health decisions using valid and reliable resources while recognizing their sources of influence?
Enduring Understandings	● Students will evaluate the presence of each dimension of wellness in their lives. ● Students will explain how their lifestyle choices affect their wellness. ● Students will set a personal goal and will monitor their progress toward that goal. ● Students will evaluate the effects of various influences on their health-related decisions. ● Students will evaluate their resources to ensure validity and relevance. ● Students will analyze various foods for their nutrient density. ● Students will evaluate their relationship with food. ● Students will analyze behaviors that minimize the risk of noncommunicable and communicable diseases. ● Students will identify the parts of the endocrine and reproductive systems, as well as how their body changes during puberty. ● Students will evaluate the importance of abstinence to avoid contracting STIs. ● Students will learn how to advocate for their personal health. ● Students will understand the importance of safely navigating the internet and technology. ● Students will learn there are a variety of gender expressions and identities, and all deserve to be shown respect.
MO GLEs	● Compare and contrast factors that can affect growth and development which one can alter, enhance, or adapt (e.g., heredity, family, environment, physical activity, hormones, disease). ME1C6 ● Describe how the endocrine system affects all other body systems. FS1J6 ● Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing

	the opportunity for fertilization. FS1K6 ● Identify body changes during puberty and proper hygiene practices (e.g., acne). ME1A6 ● Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention (**Section 170.015 Revised Statues of Missouri: Requires the student be presented "with the latest medically factual regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases."). RA1F7 ● Sequence the process and events of the human life cycle including fertilization, fetal development and birth. ME1C7 ● Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin). Name and discuss common STIs (sexually transmitted infections). Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections. Name and discuss common STIs (sexually transmitted infections). RA1D7 ● Distinguish between dominant and recessive traits. FS1K7 ● Discuss sexual harassment issues and create a plan to address these issues. ME4E7 ● Compare and contrast signs and symptoms of HIV/AIDS. RA1E7
6-8 National Health Education Standards	● 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. ● 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. ● 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. ● 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. ● 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. ● 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. ● 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. ● 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.
6-8 DESE Required: Child Sexual Abuse Prevention Education Standards	● Describe healthy ways to express affection, love, friendship, and concern and identify thoughts and feelings and how they relate to self-concept. ● Compare and contrast the characteristics of healthy and unhealthy relationships. ● Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. ● Describe a range of ways people express affection within various types of relationships. ● Explain the qualities of a healthy dating relationship. ● Describe how power differences such as age, gender, socio-economic status, immigration status, race or unequal position (student/teacher, supervisor/employee) may impact relationships. ● Recognize and describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. ● Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence) and describe their impacts on sexual health. ● Explain why a person who has been sexually harassed, abused, or assaulted

	or has been victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator and is illegal. ● Define sex trafficking, sexual exploitation and gender-based violence. ● Describe and discuss situations and behaviors that constitute violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape). ● Also discuss why/how these violent behaviors are harmful and the potential short-term and long-term impact. ● Explain the role of bystanders in escalating, preventing or stopping violence or supporting the victim. ● Explain why individuals have the right to refuse sexual contact and no one has the right to touch anyone else in a sexual manner without consent. ● Explain the importance of talking with parents and/or other trusted adults about issues related to feelings, relationships, growth and development, sexual health, and interpersonal and sexual violence. ● Explain that a person who has been sexually assaulted, raped, or exploited is not at fault. ● Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships. ● Evaluate the impact of technology (e.g., use of smartphones, GPS tracking) and social media on relationships (e.g., consent, communication). ● Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they or someone they know are being sexually harassed, abused, assaulted, exploited or trafficked. ● Demonstrate communication skills that support healthy relationships. ● Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. ● Demonstrate effective skills to establish boundaries about the use of technology in relationships. ● Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation and trafficking. ● Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). ● Apply individual and collaborative decision-making processes related to sexual health safety situations, including active consent, sexual mistreatment, grooming, harassment, abuse, assault and exploitation. ● Develop a plan to stay safe when using social media ● Describe strategies a person could use, when it is safe to do so, to intervene when someone is being ● sexually harassed or someone he or she knows ● is perpetuating unhealthy or coercive behaviors. ● Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. ● Describe ways to treat others with dignity and respect with a focus on respecting boundaries. ● Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, gender identity, sexual orientation, differing abilities, immigration status, family structure).

8th Grade	
Unit 1: Concepts of Wellness	Students will learn about the different dimensions of wellness and how they interact with each other. They will find evidence of these in their lives and work toward a balance among them in order to thrive. *Components of fitness and the effects of exercise on the muscular, skeletal, cardiovascular, and respiratory systems will be taught in physical education.
Unit 2: Mental, Emotional, and Social Health & Goal Setting	Students will develop self-awareness around their own mental, emotional, and social health and learn about strategies to manage them. Students will also practice the skill of goal setting to impact their own health positively.
Unit 3: Analyzing Influences & Decision Making	Students will learn how to recognize health influences and make decisions about substance use and abuse. They will learn about the nervous system and digestive system and their relation to substance use and abuse.
Unit 4: Health Advocacy and Sexual Health Education	Students will learn about disease risk factors and prevention as well as how the immune system fights against them. Students will learn how to be health advocates for themselves and others. Using the latest medically factual and developmentally appropriate information students will learn about the endocrine system, the reproductive system, abstinence, contraceptives, conception, and fetal development. Students will learn how to protect themselves and others from sexually transmitted infections and understand the role of abstinence in prevention. They will also learn about the importance of consent in personal relationships. Students will learn about the difference between gender identity, gender expression, and sexual orientation. Students will learn there are a variety of gender expressions and identities, and all deserve to be shown respect. Students will learn how society may reinforce ways in which each gender should act and behave, to which a person may not always conform. Students will be provided training that includes: 1. instruction providing students with the knowledge and tools to recognize sexual abuse, 2. instruction providing students with the knowledge and tools to report an incident of sexual abuse, 3. actions that a student who is a victim of sexual abuse could take to obtain assistance and intervention, and 4. available resources for students affected by sexual abuse.
Essential Questions	● How does one notice different dimensions of wellness working together in their life? ● What lifestyle choices can one make to keep their body healthy? ● What knowledge is necessary to promote health and prevent disease? ● How can one reduce their risk for disease? ● How can one take care of their developmental and sexual health in adolescence? ● How can one set boundaries related to their sexual health and respect the boundaries of others? ● How do you know when you or a loved one needs help, and where do you go for that help? ● What makes a healthy relationship? ● Why are empathy and inclusion necessary for developing personal health and a safe and healthy community? ● How do we reduce the stigma around health-related topics to empower students to advocate for themselves and their physical, social, and emotional needs?

	● Who or what influences health-related decisions? ● How does one make good decisions for themselves? ● How does substance use and abuse impact people's lives? ● How does one manage peer pressure and use refusal skills? ● How can one make informed health decisions using valid and reliable resources while recognizing their sources of influence? ● What is the difference between gender identity, gender expression, and sexual orientation?
Enduring Understandings	● Students will evaluate the presence of each dimension of wellness in their lives. ● Students will explain how their lifestyle choices affect their wellness. ● Students will evaluate the effects of various influences on their health-related decisions. ● Students will apply their knowledge of influences to make healthy decisions. ● Students will evaluate their resources to ensure validity and relevance. ● Students will recognize their own risk factors for substance abuse. ● Students will demonstrate effective refusal skills. ● Students will identify the parts of the endocrine and reproductive systems, as well as how their body changes during puberty. ● Students will explain how to care for their reproductive health. ● Students will recognize the effectiveness of contraceptives and that abstinence eliminates the risk of STIs and pregnancy. ● Students will sequence the development of a fertilized egg from conception to birth. ● Students will understand the importance of consent and what that might look like in personal relationships. ● Students will evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). ● Students will learn how society may reinforce ways in which each gender should act and behave, to which a person may not always conform.
MO GLEs	● Relate a function of each endocrine gland (e.g., thyroid- metabolism; pituitary- master hormonal gland and height; adrenal-fight or flight; pancreas- insulin; ovaries-eggs; testes-sperm) and how it is impacted by lifestyle choices. FS1J8 ● Describe the impact heredity and lifestyle choices have on the reproductive system functions and disease formation. Explain how to maintain a healthy reproductive system. Identify cancer signs and symptoms and explain the importance of monthly self-examinations. FSK18 ● Explain the patterns of transmission, treatment (past and present), and prevention of HIV/AIDS. RA1E8
6-8 National Health Education Standards	● 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.

	● 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. ● 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. ● 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. ● 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. ● 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. ● 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. ● 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.
6-8 DESE Required: Child Sexual Abuse Prevention Education Standards	● Describe healthy ways to express affection, love, friendship, and concern and identify thoughts and feelings and how they related to self-concept. ● Compare and contrast the characteristics of healthy and unhealthy relationships. ● Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. ● Describe a range of ways people express affection within various types of relationships. ● Explain the qualities of a healthy dating relationship. ● Describe how power differences such as age, gender, socio-economic status, immigration status, race or unequal position (student/teacher, supervisor/employee) may impact relationships. ● Recognize and describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. ● Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence) and describe their impacts on sexual health. ● Explain why a person who has been sexually harassed, abused, or assaulted or has been victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator and is illegal. ● Define sex trafficking, sexual exploitation and gender-based violence. ● Describe and discuss situations and behaviors that constitute violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape). ● Also discuss why/how these violent behaviors are harmful and the potential short-term and long-term impact. ● Explain the role of bystanders in escalating, preventing or stopping violence or supporting the victim. ● Explain why individuals have the right to refuse sexual contact and no one has the right to touch anyone else in a sexual manner without consent. ● Explain the importance of talking with parents and/or other trusted adults about issues related to feelings, relationships, growth and development, sexual health, and interpersonal and sexual violence. ● Explain that a person who has been sexually assaulted, raped, or exploited is not at fault. ● Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships. ● Evaluate the impact of technology (e.g., use of smartphones, GPS tracking) and social media on relationships (e.g., consent, communication). ● Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they or someone they know are being sexually harassed, abused, assaulted, exploited or trafficked. ● Demonstrate communication skills that support healthy relationships. ● Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. ● Demonstrate effective skills to establish boundaries about the use of technology in relationships. ● Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation and trafficking. ● Evaluate the negative consequences of sending sexually explicit pictures or

	messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). ● Apply individual and collaborative decision-making processes related to sexual health safety situations, including active consent, sexual mistreatment, grooming, harassment, abuse, assault and exploitation. ● Develop a plan to stay safe when using social media ● Describe strategies a person could use, when it is safe to do so, to intervene when someone is being sexually harassed or someone he or she knows ● is perpetuating unhealthy or coercive behaviors. ● Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. ● Describe ways to treat others with dignity and respect with a focus on respecting boundaries. ● Develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, gender identity, sexual orientation, differing abilities, immigration status, family structure).

9-12 Health Curriculum

Course Description:

Students can take Health at any point during their high school career, with most taking it during 9th or 10th grade. We know the choices teens make can set the stage for years to come. Health covers goal-setting, decision-making, conflict resolution, healthy relationships, anatomy, reproduction, sexually transmitted infections, abstinence, and contraception. We also deal with problems in society such as addiction, alcohol, tobacco, drugs, depression and suicide, eating disorders, and abuse. Guest speakers throughout the semester add to the content. The CPR requirement for graduation will be achieved in this course.

Course Expectations and Rationale:

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. Health is affected by a variety of positive and negative influences within society. Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. Effective communication enhances personal, family, and community health. Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. Health is affected by a variety of positive and negative influences within society, and research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life.

Course Priority 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, 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.

9-12 Scope and Sequence:

Unit 1: Concepts of Wellness
Students will understand how to perform hands-only CPR in an emergency situation. Students will evaluate various mental health disorders and understand how to implement healthy coping strategies. Students will develop personal goals using the goal-setting process while understanding the importance of evaluating personal relationships and identifying ways to build healthy relationships.

Unit 2: Mental, Emotional, and Social Health & Goal Setting
Students will develop personal goals using the goal-setting process, and evaluate various mental health disorders and understand how to implement healthy coping strategies. Students will analyze personal eating habits and identify ways to improve their overall nutrition.

Unit 3: Analyzing Influences & Decision Making
Students will develop personal goals using the goal-setting process. Students will evaluate the short and long-term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society. Students will analyze marketing techniques used by alcohol and vaping companies.

Unit 4: Health Advocacy and Sexual Health Education
Students will analyze sexual health practices and how they may impact mental, emotional, social, and physical future health. Students will distinguish facts versus myths about STIs, including HIV, transmission, and prevention. Students will evaluate the pros and cons of the different methods of contraception, and assess their effectiveness against unplanned pregnancy and STI transmission. Students will understand the laws regarding sexual consent, and harassment, define sex trafficking and demonstrate refusal skills to avoid negative situations. Students will learn a positive self-image of one's sexuality is important in the development of all dimensions of health.

Unit 1	**Concepts of Wellness** Students will understand how to perform hands-only CPR in an emergency situation. Students will evaluate various mental health disorders and understand how to implement healthy coping strategies. Students will develop personal goals using the goal-setting process while understanding the importance of evaluating personal relationships and identifying ways to build healthy relationships.
Essential Questions	1. What is difficult about being a teenager? 2. What areas of time management do you struggle with? 3. How could you become a better listener? 4. Out of the seven habits, which habit do you struggle with the most? How will you remedy that? 5. What stresses you out? How do you cope with stressors?
Enduring Understandings	● Students will understand how to perform hands-only CPR in an emergency situation. ● Students will evaluate various mental health disorders and understand how to implement healthy coping strategies. ● Students will develop personal goals using the goal-setting process. ● Students will understand the importance of evaluating personal relationships and identifying ways to build healthy relationships.
MO GLEs	● Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development). ME4A9-12 ● Create a plan using life management skills to address personal and social concerns that are a part of daily living (e.g., learning to manage time and stress, setting goals, dealing with conflicts, working collaboratively). ME4D9-12 ● Describe the primary and secondary defenses for prevention of disease and discuss how they help to maintain or improve them. RA1B9-12 ● Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision-making, assertive behavior, resisting peer pressure, asset development). ME4A9-12 ● Identify, from a given list, those situations that are life-threatening and perform basic life-saving maneuvers (e.g., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning). RA2B9-12
9-12 National Health Education Standards	● 1.12.1 Predict how healthy behaviors can affect health status. ● 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. ● 1.12.3 Analyze how environment and personal health are interrelated. ● 1.12.4 Analyze how genetics and family history can impact personal health. ● 1.12.5 Propose ways to reduce or prevent injuries and health problems. ● 1.12.6 Analyze the relationship between access to health care and health status. ● 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. ● 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. ● 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. ● 2.12.1 Analyze how the family influences the health of individuals. ● 2.12.2 Analyze how the culture supports and challenges health beliefs,

	practices, and behaviors. ● 2.12.3 Analyze how peers influence healthy and unhealthy behaviors. ● 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors. ● 2.12.5 Evaluate the effect of media on personal and family health. ● 2.12.6 Evaluate the impact of technology on personal, family, and community health. ● 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. ● 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. ● 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. ● 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention. ● 3.12.1 Evaluate the validity of health information, products, and services. ● 3.12.2 Use resources from home, school, and community that provide valid health information. ● 3.12.3 Determine the accessibility of products and services that enhance health. ● 3.12.4 Determine when professional health services may be required. ● 3.12.5 Access valid and reliable health products and services. ● 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. ● 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. ● 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. ● 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. ● 5.12.1 Examine barriers that can hinder healthy decision making. ● 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations. ● 5.12.3 Justify when individual or collaborative decision making is appropriate. ● 5.12.4 Generate alternatives to health-related issues or problems. ● 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. ● 5.12.6 Defend the healthy choice when making decisions. ● 5.12.7 Evaluate the effectiveness of health-related decisions. ● 6.12.1 Assess personal health practices and overall health status. ● 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. ● 6.12.3 Implement strategies and monitor progress in achieving a personal health goal. ● 6.12.4 Formulate an effective long-term personal health plan. ● 7.12.1 Analyze the role of individual responsibility for enhancing health. ● 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. ● 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. ● 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message. ● 8.12.2 Demonstrate how to influence and support others to make positive health choices. ● 8.12.3 Work cooperatively as an advocate for improving personal, family, and

	community health. ● 8.12.4 Adapt health messages and communication techniques to a specific target audience.

Unit 2	**Mental, Emotional, and Social Health & Goal Setting** Students will develop personal goals using the goal-setting process, evaluate various mental health disorders, and understand how to implement healthy coping strategies. Students will analyze personal eating habits and identify ways to improve their overall nutrition.
Essential Questions	● Using Covey's 5 Steps in Goal Setting, what is one personal goal you will implement? ● You are what you eat. Explain if you agree or disagree with this statement. ● What are some ways you take care of your mental health? ● In regards to nutrition, sleep, and exercise, what are the good habits you need to maintain and the bad habits you need to improve?
Enduring Understandings	● Students will develop personal goals using the goal-setting process. ● Students will understand the importance of evaluating personal relationships and identifying ways to build healthy relationships. ● Students will evaluate various mental health disorders and understand how to implement healthy coping strategies. ● Students will analyze personal eating habits and identify ways to improve their overall nutrition.
MO GLEs	● Compare and contrast constructive versus destructive defense mechanisms as a means for handling one's emotions. Predict how the dynamics of relationships with family, groups, and community change as the individual matures. FS2C9-12 ● Cite evidence that supports the rights both individuals and the communities have when making social health decisions. Describe patterns of physical, social, and mental/emotional health that promote healthy long-term relationships (e.g., dating, work environment, friendship, and marriage). FS2A9-12 ● Evaluate the role the media can play in influencing young adults' self concept by idealizing body image and elite performance levels of famous people. Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health. ME3A9-12 ● Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention). Assess how nutritional needs change throughout the life cycle. ME2A9-12
9-12 National Health Education Standards	● 1.12.1 Predict how healthy behaviors can affect health status. ● 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. ● 1.12.3 Analyze how environment and personal health are interrelated. ● 1.12.4 Analyze how genetics and family history can impact personal health. ● 1.12.5 Propose ways to reduce or prevent injuries and health problems. ● 1.12.6 Analyze the relationship between access to health care and health status. ● 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. ● 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

	• 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. • 2.12.1 Analyze how the family influences the health of individuals. • 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors. • 2.12.3 Analyze how peers influence healthy and unhealthy behaviors. • 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors. • 2.12.5 Evaluate the effect of media on personal and family health. • 2.12.6 Evaluate the impact of technology on personal, family, and community health. • 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. • 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. • 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. • 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention. • 3.12.1 Evaluate the validity of health information, products, and services. • 3.12.2 Use resources from home, school, and community that provide valid health information. • 3.12.3 Determine the accessibility of products and services that enhance health. • 3.12.4 Determine when professional health services may be required. • 3.12.5 Access valid and reliable health products and services. • 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. • 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. • 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. • 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. • 5.12.1 Examine barriers that can hinder healthy decision making. • 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations. • 5.12.3 Justify when individual or collaborative decision making is appropriate. • 5.12.4 Generate alternatives to health-related issues or problems. • 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. • 5.12.6 Defend the healthy choice when making decisions. • 5.12.7 Evaluate the effectiveness of health-related decisions. • 6.12.1 Assess personal health practices and overall health status. • 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. • 6.12.3 Implement strategies and monitor progress in achieving a personal health goal. • 6.12.4 Formulate an effective long-term personal health plan. • 7.12.1 Analyze the role of individual responsibility for enhancing health. • 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. • 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. • 8.12.1 Utilize accurate peer and societal norms to formulate a

	health-enhancing message. • 8.12.2 Demonstrate how to influence and support others to make positive health choices. • 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health. • 8.12.4 Adapt health messages and communication techniques to a specific target audience.

Unit 3	**Analyzing Influences & Decision Making** Students will develop personal goals using the goal-setting process. Students will evaluate the short and long-term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society. Students will analyze marketing techniques used by alcohol and vaping companies.
Essential Questions	• Do you think alcohol and vaping companies market their products to youth? • Is addiction a disease or a choice? • Is marijuana a safe drug?
Enduring Understandings	• Students will develop personal goals using the goal-setting process. • Students will evaluate the short and long-term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society. • Students will analyze marketing techniques used by alcohol and vaping companies.
MO GLEs	• Evaluate the role the media can play in influencing young adults' self concept by idealizing body image and elite performance levels of famous people. Analyze the health claims that the media make and their impact on physical, mental/emotional, and social health. ME3A9-12 • Show the steps used in the problem-solving model to examine system functions and disease formation encountered in daily living situations (e.g., lead poisoning, second-hand smoke). ME1A9-12 • Discuss the concept of preventive care and its importance in maintaining and improving health. ME1B9-12 • Apply practices that preserve and enhance the safety and health of others (e.g., conflict resolution, peer mediation, seeking adult or professional consultation, stress management, goal setting, decision- making, assertive behavior, resisting peer pressure,asset development). ME4A9-12 • Assess the short and long-term effects that performance enhancing aids have on the body processes (e.g., liver damage, heart failure, brain aneurysm, anger, "road rage," acne, violence, memory loss, hepatitis, HIV) and on individuals and society (e.g., body image, obsession with winning, violent behavior, black market/illegal purchases). RA3A9-12 • Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society. Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health. Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem. Evaluate personal risks for chemical dependency

	based upon personal, family, and environmental factors. RA3C9-12
9-12 National Health Education Standards	• 1.12.1 Predict how healthy behaviors can affect health status. • 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. • 1.12.3 Analyze how environment and personal health are interrelated. • 1.12.4 Analyze how genetics and family history can impact personal health. • 1.12.5 Propose ways to reduce or prevent injuries and health problems. • 1.12.6 Analyze the relationship between access to health care and health status. • 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. • 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. • 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. • 2.12.1 Analyze how the family influences the health of individuals. • 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors. • 2.12.3 Analyze how peers influence healthy and unhealthy behaviors. • 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors. • 2.12.5 Evaluate the effect of media on personal and family health. • 2.12.6 Evaluate the impact of technology on personal, family, and community health. • 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. • 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. • 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. • 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention. • 3.12.1 Evaluate the validity of health information, products, and services. • 3.12.2 Use resources from home, school, and community that provide valid health information. • 3.12.3 Determine the accessibility of products and services that enhance health. • 3.12.4 Determine when professional health services may be required. • 3.12.5 Access valid and reliable health products and services. • 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. • 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. • 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. • 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. • 5.12.1 Examine barriers that can hinder healthy decision making. • 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations. • 5.12.3 Justify when individual or collaborative decision making is appropriate. • 5.12.4 Generate alternatives to health-related issues or problems. • 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. • 5.12.6 Defend the healthy choice when making decisions.

	• 5.12.7 Evaluate the effectiveness of health-related decisions. • 6.12.1 Assess personal health practices and overall health status. • 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. • 6.12.3 Implement strategies and monitor progress in achieving a personal health goal. • 6.12.4 Formulate an effective long-term personal health plan. • 7.12.1 Analyze the role of individual responsibility for enhancing health. • 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. • 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. • 8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message. • 8.12.2 Demonstrate how to influence and support others to make positive health choices. • 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health. • 8.12.4 Adapt health messages and communication techniques to a specific target audience.

Unit 4	**Health Advocacy and Sexual Health Education** Students will analyze sexual health practices and how they may impact mental, emotional, social, and physical future health. Students will distinguish facts versus myths about STIs, including HIV, transmission, and prevention. Students will evaluate the pros and cons of the different methods of contraception, and assess their effectiveness against unplanned pregnancy and STI transmission. Students will understand the laws regarding sexual consent, and harassment, define sex trafficking and demonstrate refusal skills to avoid negative situations. Students will learn a positive self-image of one's sexuality is important in the development of all dimensions of health.
Essential Questions	• When is someone ready for sexual activity? • How would your life change if you were sexually active? • Out of the birth control methods we learned about, with abstinence being the only 100% effective method, which method or methods would work best for a sexually active young person? • Why is sexual consent important?
Enduring Understandings	• Students will analyze sexual health practices and how they may impact mental, emotional, social, and physical future health. • Students will distinguish facts versus myths about STIs, including HIV, transmission, and prevention. • Students will evaluate the pros and cons of the different methods of contraception, and assess their effectiveness against unplanned pregnancy and STI transmission. • Students will understand the laws regarding sexual consent, and harassment, define sex trafficking, and demonstrate refusal skills to avoid negative situations. • Students will evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).

	• Students will learn a positive self-image of one's sexuality is important in the development of all dimensions of health.
MO GLEs	• Recognize normal vs. abnormal conditions of the reproductive system. Explain how the following affect the functioning of the reproductive system: ovarian cysts, HPV/cervical cancer, premenstrual syndrome, infertility, ovarian cancer, testicular cancer, and prostate cancer. Discuss the importance of routine physical examinations and tests (e.g., pap smears, mammograms, prostate examination) to reduce the risks of problems related to cancer and other chronic diseases. FS1K9-12 • Describe the effects of positive lifestyle behaviors on the occurrence of disease (e.g., sunscreen, physical activity, diet, sleep, stress management). Conduct research to answer questions regarding epidemiological studies and cite evidence about the management and prevention of communicable and non-communicable diseases (e.g., local health department statistics, youth risk behavior survey (YRBS), Centers for Disease Control (CDC), National Institute of Health (NIH). Analyze past problems related to chronic diseases to develop strategies to predict, prevent, solve or manage present or future disease-related problems (e.g., ethnic, cultural and family histories). RA1A9-12 • Formulate and support an interpretation regarding the reoccurrence of resistant strains of pathogens (e.g., strep, herpes, mononucleosis, gonorrhea, Chlamydia, HIV, Staff Infection). Use the scientific process of laboratory investigation to test hypotheses on pathogen transmission (e.g., hand sanitizers, Germglow, disinfectants). RA1C9-12 • Compare signs and symptoms of common sexually transmitted infections. Explain how sexually transmitted infections can affect an individual's physical, social, mental/emotional, intellectual, professional, and economic well-being (e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections). RA1D9-12 • Analyze and evaluate how teen pregnancy and parenting can impact personal, family, and societal perspectives (e.g., dropout, low self-esteem, abandonment, and economics). Investigate and analyze the cause and effect relationship between obtaining prenatal care and the health of the mother and baby. (e.g., nutrition, alcohol and tobacco consumption, physical activity, age, other drug use) and its effects on the unborn child (e.g., leg deformities, retardation, learning disabilities, addiction, low birth weight). Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants) (*Follow district policy when addressing methods of contraception). RA1F9-12 • Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, and other personal safety risks, gangs). RA2A9-12
9-12 National Health Education Standards	• 1.12.1 Predict how healthy behaviors can affect health status. • 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health. • 1.12.3 Analyze how environment and personal health are interrelated. • 1.12.4 Analyze how genetics and family history can impact personal health. • 1.12.5 Propose ways to reduce or prevent injuries and health problems. • 1.12.6 Analyze the relationship between access to health care and health status. • 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. • 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.

	• 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors. • 2.12.1 Analyze how the family influences the health of individuals. • 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors. • 2.12.3 Analyze how peers influence healthy and unhealthy behaviors. • 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors. • 2.12.5 Evaluate the effect of media on personal and family health. • 2.12.6 Evaluate the impact of technology on personal, family, and community health. • 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. • 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. • 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. • 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention. • 3.12.1 Evaluate the validity of health information, products, and services. • 3.12.2 Use resources from home, school, and community that provide valid health information. • 3.12.3 Determine the accessibility of products and services that enhance health. • 3.12.4 Determine when professional health services may be required. • 3.12.5 Access valid and reliable health products and services. • 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health. • 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. • 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. • 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. • 5.12.1 Examine barriers that can hinder healthy decision making. • 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations. • 5.12.3 Justify when individual or collaborative decision making is appropriate. • 5.12.4 Generate alternatives to health-related issues or problems. • 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. • 5.12.6 Defend the healthy choice when making decisions. • 5.12.7 Evaluate the effectiveness of health-related decisions. • 6.12.1 Assess personal health practices and overall health status. • 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. • 6.12.3 Implement strategies and monitor progress in achieving a personal health goal. • 6.12.4 Formulate an effective long-term personal health plan. • 7.12.1 Analyze the role of individual responsibility for enhancing health. • 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. • 7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others. • 8.12.1 Utilize accurate peer and societal norms to formulate a

	health-enhancing message. ● 8.12.2 Demonstrate how to influence and support others to make positive health choices. ● 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health. ● 8.12.4 Adapt health messages and communication techniques to a specific target audience.
DESE Required Sexual Abuse Education	● Summarize healthy ways to express affection, love, friendship, and concern. ● Analyze characteristics of healthy relationships. ● Explain how to build and maintain healthy family and peer relationships. ● Describe a range of ways to express affection within relationships. ● Describe and or summarize the characteristics of healthy and unhealthy, romantic and/or sexual relationships. ● Analyze how power and control differences in relationships (peer, dating, or family relationships) can contribute to aggression and violence. ● Compare and contrast situations and behaviors that may constitute bullying, sexual harassment, sexual abuse, sexual assault, incest, rape, and dating violence including online and electronic communications. ● Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth, and sexual health. ● Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent. ● Describe the potential impact of power and privilege within romantic or sexual relationships. ● Explain why it is wrong to trick, threaten or coerce another person into having sex, and analyze techniques that are used to coerce or pressure someone to have sex. ● Explain why rape and sexual assault should be reported to a trusted adult. ● Explain why a person who has been sexually assaulted or raped is not at fault. ● Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship. ● Analyze the external influences and society messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating. ● Explain how media can influence one's beliefs about what constitutes a healthy sexual relationship. ● Analyze the external influences and society messages that impact attitudes about bullying, sexual harassment, sexual abuse, sexual assault, incest, rape and dating. ● Access valid resources for help if they or someone they know is being bullied or harassed or has been sexually abused or assaulted including online and/or electronic communication. ● Demonstrate ways to access accurate information and resources for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault, dating violence and relationships. ● Demonstrate effective strategies to avoid or end an unhealthy relationship. ● Demonstrate effective ways to communicate personal boundaries as they relate to intimacy and sexual behavior. ● Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse or assault. ● Identify ways in which they could respond when someone else is being bullied or harassed, including if they are pressured into sending sexually explicit pictures or messages by e-mail or cell phone.

	● Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). ● Apply a decision-making model to various situations relating to sexual health. ● Develop a plan to stay safe when using social media. ● Explain how to promote safety, respect, awareness and acceptance. ● Demonstrate respect for the boundaries of others as they relate to intimacy and sexual behavior. ● Describe strategies to use social media safely, legally and respectfully. ● Advocate for school policies and programs that promote dignity and respect for all. ● Advocate for safe environments that encourage dignified and respectful treatment of everyone. ● Engage in authentic experiences of caring, compassion and advocating for others. ● Demonstrate how to support a friend/peer who discloses sexual assault/abuse.