NORTH CAROLINA UNPACKING DOCUMENT FOR HEALTH EDUCATION
Health Education K-12

The Unpacking Documents for North Carolina K-12 Health Education were created in collaboration with teachers, NCDPI leadership, and members of the NCDPI Healthy Schools Team. These documents are intended to supplement the standard course of study and provide a comprehensive understanding for the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

This document will provide:

- Strand: defined area of instruction
- Essential Standard: the State Board of Education approved standard(s) for a strand
- Clarifying Objective: the State Board of Education approved objectives for teaching and learning
- Verb: definition of the verb used to assess student understanding
- Students will know and be able to: information that the students should know and a description of how the student should be able to demonstrate mastery of the objective

The example topics provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Recommendations, with the understanding that PSUs retain local control to determine curriculum

The example topics provided with each objective are:

- Not meant to be an exhaustive list
- Not meant to be content that must be taught all at once
- Not a checklist for basic recall or memorization
- Not a checklist for assessment for each objective

Note: These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (PSU) or school. The standards for this course have been developed to serve as the framework which will guide each PSU in the development of the curriculum for K-9 Health Education.

Sixth Grade

Mental and Emotional Health (MEH)
Essential Standard: 6.MEH.1 Analyze the impact of health- related decisions on mental and emotional health.
Clarifying Objective: 6.MEH.1.1 Recognize that guidance from a parent, guardian, or trusted adult is beneficial and should be sought for healthy decision-making.
Verb Defined: To acknowledge formally: to acknowledge or take notice of in some definite way
Student will know and be able to: Communication with trusted adults is important as it allows an opportunity to share thoughts and feelings without judgment. It provides an opportunity to seek assistance, guidance, and support in making healthy decisions from an experienced individual that may include; - physical health - mental health - emotional health - substance use/abuse - personal safety - peer pressure - healthy habits
Clarifying Objective: 6.MEH.1.2 Determine when health-related situations require the application of a thoughtful decision- making process.
Verb Defined: To find out or come to a decision about by investigation, reasoning, or calculation
Student will know and be able to: There is a lot of poor quality and misleading information accessible to anyone on the internet. Determining the validity of health practices and information is necessary. Utilizing a decision making process (identifying pros, cons, consequences, etc…) to help determine the best course of action under the guidance of a teacher, parent/guardian, and/or a trusted adult is key.

Clarifying Objective:
6.MEH.1.3
Develop a goal to adopt, maintain, or improve a personal mental health plan.

Verb Defined:
To create or produce, especially by deliberate effort over time : to expand by a process of growth

Student will know and be able to:

There are multiple things in life that influence mental/emotional health (time management, study skills, friendship (communication) skills, anger/fear management, lack of sleep, peer pressure, lack of physical activity, etc…)

S.M.A.R.T goals:
- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Essential Standard:
6.MEH.2
Demonstrate a variety of positive stress management techniques.

Clarifying Objective:
6.MEH.2.1
Compare and contrast positive and negative stress management techniques.

Verb Defined:
To examine the character or qualities of especially in order to discover resemblances or differences

Student will know and be able to:

There are both positive and negative stress management techniques. All techniques have potential outcomes that may be harmful or have positive outcomes. For example: A person exercises to relieve stress but begins to overexercise causing physical harm.

Positive Stress Management Technique:
- Physical Activity
- Breathing Exercises
- Meditation
- Participating in the Arts (music, drawing/painting, crafts, theater, creative writing)

- Cleaning
- Gratitude
- Nature Bathing
- Positive Self-talk
- Random Acts of Kindness
- Reframing
- Relaxation
- Sleep
- Time Management
-

Negative Stress Management Techniques:

- Substance Abuse
- Anger
- Depression
- Over/under eating
- Negative Self-Talk
- Avoiding Social Interactions

Clarifying Objective:
6.MEH.2.2
Create a personal stress management plan.

Verb Defined:
To produce through imaginative skill : to make or bring into existence something new

Student will know and be able to:

There are multiple things in life that influence mental/emotional health (time management, study skills, friendship (communication) skills, anger/fear management, lack of sleep, peer pressure, lack of physical activity, etc…)

Stress management techniques can be used to help with these situations. Examples

- time management
- communication skills
- anger management
- sleep
- breathing activities
- meditation
- art therapy
- limiting social media exposure

- physical activity

Essential Standard:
6.MEH.3
Analyze the relationship between healthy expression of emotions, mental health, and healthy behaviors.

Clarifying Objective:
6.MEH.3.1
Develop the ability to reframe challenges or setbacks and see them as opportunities for growth.

Verb Defined:
To create or produce, especially by deliberate effort over time : to expand by a process of growth

Student will know and be able to:

When a goal is set, success is not automatic or inevitable. Challenges and setbacks are part of everyone's life and are often an opportunity for learning and growth. There are many examples throughout history of individuals who faced repeated setbacks and then succeeded in magnificent ways (Thomas Edison, Abraham Lincoln, Michael Jordan). The ability to accept setbacks gives someone the ability to start again and increases their potential to be successful.

When setbacks and challenges occur, it is helpful to reframe it to "lessons learned." Reframing the challenge leads to:
- Avoiding making the same mistakes
- Finding a better solution
- Move forward to more positive results
- Willingness to try new things
- Putting the setback into perspective to use the experience to set goals for the future.

Clarifying Objective:
6.MEH.3.2
Analyze the relationship between health-enhancing behaviors and navigating challenges.

Verb Defined:
To study or determine the nature and relationship of the parts of something

Student will know and be able to:

To be healthy, one must practice health-enhancing behaviors. While knowing that challenges will occur, it is important to know they can be overcome. Taking action is the key to coping with challenges effectively. Some of those health-enhancing behaviors are

communication, setting goals, and making decisions. Having those skills makes it possible to manage a setback.

The following are examples of using the health-enhancing behaviors to cope with failure:

- Failing a math test:
  - asking the math teacher for additional help before school (communication)
- Not making the starting line-up in basketball:
  - listing steps to take to be a starter next year by attending summer camp (goal setting)
- Experiencing the breakup of a friendship:
  - making the choice to take part in activities to make new friends (decision-making)

The rewards of coping with challenges are many. Some of those are enhanced self-esteem, improved confidence, and a greater willingness to take risks in the future. It is not possible to live life without needing to navigate challenges. While not fun, they can be a growth experience and provide unanticipated opportunities.

Personal and Consumer Health (PCH)

Essential Standard:
6.PCH.1
Demonstrate age and developmentally appropriate practices that promote health and prevent or reduce the risk of disease.

Clarifying Objective:
6.PCH.1.1
Differentiate between communicable and chronic diseases.

Verb Defined:
To mark or show a difference in : to recognize or give expression to a difference

Student will know and be able to:

Communicable diseases, also known as infectious diseases, are illnesses caused by pathogens such as bacteria, viruses, fungi, or parasites that can be spread from one person to another, or from animals to humans. Communicable diseases are infectious and can be spread from one individual to another.

Chronic diseases are long-lasting conditions that persist over time and often progress slowly. They are not typically caused by infectious agents and are not usually spread from person to person. Chronic diseases are long-term conditions typically not caused by infectious agents and do not spread between individuals.

Clarifying Objective:

6.PCH.1.2
Recall symptoms associated with common communicable and chronic diseases.

Verb Defined:
To call back : to bring back to mind

Student will know and be able to:
A symptom is an indication of an illness that usually reflects a change in normal body functions. It is a warning sign that one might have a disease.

Communicable Diseases

Influenza (Flu):

- Fever
- Chills
- Cough
- Sore throat
- Muscle or body aches
- Headache
- Fatigue
- Runny or stuffy nose

COVID-19:

- Fever or chills
- Cough
- Shortness of breath
- Fatigue
- Muscle or body aches
- Headache
- Loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Chronic Diseases

Diabetes (Type 1 and Type 2):

- Frequent urination
- Excessive thirst
- Unexplained weight loss (Type 1)
- Increased hunger
- Fatigue
- Blurred vision
- Slow-healing sores or frequent infections

Asthma:

- Wheezing
- Shortness of breath
- Chest tightness
- Persistent cough, especially at night or early in the morning

Heart Disease (e.g., Coronary Artery Disease):

- Chest pain or discomfort
- Shortness of breath
- Fatigue
- Pain in the neck, jaw, or back
- Nausea or lightheadedness

	● Swelling in legs, ankles, or feet

Clarifying Objective:
6.PCH.1.3
Identify methods of prevention based on the modes of transmission of communicable diseases.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

There are multiple general behaviors that help people avoid communicable diseases in common public settings as well as at home .

Direct Contact
- hand washing,
- avoiding crowded spaces for extended periods of time

Droplet Spread
- coughing into a sleeve

Airborne transmission
- vaccinations
- staying home when sick
- coughing into a sleeve

Foodborne Transmission
- proper food storage
- proper food handling
- disinfecting kitchen surfaces

Clarifying Objective:
6.PCH.1.4
Summarize the triggers and symptoms for respiratory illnesses and strategies for controlling them.

Verb Defined:
To tell in or reduce to a summary : to make a summary

Student will know and be able to:

Triggers are factors that may cause a respiratory illness to occur. The best strategy for reducing the risk of respiratory illness is to avoid or lessen a person's exposure to triggers.

Allergens:

- Pollen
- Dust mites
- Mold
- Pet dander

Irritants:

- Tobacco smoke
- Air pollution
- Chemical fumes
- Strong odors
- Exercise

Weather and Environmental Conditions:

- Cold air
- Humidity
- Extreme heat

Infections:

- Viruses
- Bacteria
- Fungal infections

The symptoms that are associated with asthma:

- shortness of breath
- wheezing
- tightness in the chest
- coughing.

Essential Standard:
6.PCH.2
Develop health literacy through the examination of health claims and products.

Clarifying Objective:
6.PCH.2.1
Analyze how messages from the media influence health behaviors.

Verb Defined:
To study or determine the nature and relationship of the parts of something

Student will know and be able to:

Advertisers use various strategies to persuade people to buy products. These techniques can affect health behaviors both positively and negatively depending on their intent.

- Emotional Appeal:
  Message that brings out an emotional response to the product.
- Social Proof:
  Message that shows others, who the watcher identifies with, use the products. Often, celebrities are used.
- Scarcity and Urgency:
  Message that creates a sense of hurry in the buyer: limited supply, offering ending soon.
- Repetition:
  Seeing the same message over and over again. Buyer knows the product well due to repeated exposure.
- Personalization:
  Message custom-made to appeal to a certain demographic..
- Humor:
  Making the message memorable by attaching laughter to it. This makes it seem friendly and more inviting.
- Visual Appeal:
  Messages that grab the visual attention of the viewer using striking visuals, colors, and design elements to capture attention and make the ad stand out.

- Call to Action (CTA):
  Clearly instructing the audience on what action to take next, such as "Buy Now," "Sign Up," or "Learn More."
- Celebrity Endorsement:
  Featuring well-known figures to lend credibility and attract attention to the brand.

Clarifying Objective:
6.PCH.2.2
Analyze the validity of health information, products, and services from print and electronic sources.

Verb Defined:
To study or determine the nature and relationship of the parts of something

Student will know and be able to:

The validity of claims made by ads in both print and electronics should always be verified in some manner. The following checklist provides valid areas to check.

- Is it current
- Is it relevant
- Is it accurate?
- What authority does the writer have?
- Check the source: Is it a trusted source?
- Check the claims made: Is there evidence to back up the claims?
- Is the information sponsored by a company or group that benefits from this information?
- Read the fine print: Are there disclaimers or other conditions hiding there?
- Presentation: Does the ad rely on strategies to convince the user or is there factual evidence?
- Understanding the difference between domains: .com, .edu, .org, .gov

Interpersonal Communication and Healthy Relationships (ICHR)

Essential Standard:
6.ICHR.1
Use skills for communicating effectively with family, peers, and others to enhance health.

Clarifying Objective:
6.ICHR.1.1
Distinguish when individual or collaborative decision making is appropriate.

Verb Defined:
To perceive a difference in : mentally separate

Student will know and be able to:

Have an understanding of the decision-making process and differentiate between decision-making with peers, family members, and others.

Individual Decision Making

- based on goals
- based on personal values
- when expertise is not required
- identify cause and effect of decisions

Collaborative Decision Making

- input from a parent, guardian, or other trusted person
    - when expertise is required
    - seeking the experience of individuals who have faced a similar decision
    - identifying potential repercussions of the decision
    - seeking a variety of perspectives

Clarifying Objective:
6.ICHR.1.2
Demonstrate the use of verbal and nonverbal communication skills.

Verb Defined:
To show clearly

Student will know and be able to:

Effective communication is the cornerstone of interaction with others and plays a vital role in successful relationships with peers, family members, and other adults.

Non-verbal communication, which is less obvious than verbal communication, may be expressed as:

- Body Language:
  Posture, gestures, and movements provide insight to feelings.
- Facial Expressions:
  The face communicates a wide range of emotions.
- Eye Contact:
  Eye contact shows interest in the other person and conveys that attention is being paid
- Gestures:
  Many thoughts are shared with the hands or other body parts. For example, a nod, a shrug of the shoulders, looking

down with hands on the head, or a thumbs up.

- Silence:
  The art of not speaking. Silence can speak loudly of thought, discontent, or disagreement.

Non-verbal communication may differ across cultures, communities, regions, ages, and abilities, and therefore, may hold different meanings.

Verbal messages, which are more obvious than non-verbal, should be expressed with:

- Clarity:
  The message should be easily understood
- Tone:
  The tone of the message should match the content
- Volume:
  The volume of the message should also match the content.
- Pace:
  Speak at a rate the listeners are able to follow the message.

Avoid mixed messages. If the verbal message is inconsistent with the non-verbal message, the listener does not know which to believe.

Clarifying Objective:
6.ICHR.1.3
Demonstrate how to effectively communicate kindness, empathy, compassion, and respect for others.

Verb Defined:
To show clearly

Student will know and be able to:

Active listening is one of the best ways to demonstrate consideration and respect for others. Through active listening both the messenger and receiver have the opportunity to give respect, ask questions, and show understanding.

Non-verbal cues that show one is really listening include nodding, smiling, and leaning forward. Examples of verbal cues showing one is really listening are: asking questions, paraphrasing the words of the person talking, providing positive feedback, and showing empathy for the person's feelings

Communicating Kindness

- Be Genuine

- Use Positive Language
- Offer Assistance

Communicating Empathy

- Active listening
- Validate the person being communicated with. Support them in the situations they are experiencing.
- Share similar experiences but avoid making the conversation about oneself or comparing it to a previous experience. Don't minimize the person's feelings.

Communicating Compassion

- Express concern
- Be patient and understanding
- Offer consolation

Communicating Respect

- Use appropriate language.
- Use "I" statements to express feelings and beliefs.
- Be considerate of the other person.
- Be polite.
- Use please and thank you in communication.
- Be considerate of others' opinions and boundaries.
- Recognize differences and seek to understand differences.
- Approach differences with an open mind to understand others.

Essential Standard:
6.ICHR.2
Apply strategies and skills for developing and maintaining healthy relationships.

Clarifying Objective:
6.ICHR.2.1
Explain how the physical and hormonal changes during puberty affect social relationships, and physical, mental, and emotional health.

Verb Defined:
To make known: to make plain or understandable

Student will know and be able to:

Puberty is a monumental phase in life that has the ability to influence or change not only one's body but also their mental, emotional functioning and social relationships. Having a firm grasp of the changes that take place during puberty and being able to explain and organize this information into changes that affect: both males and females, only males, and only females is an important foundation of the reproductive system knowledge-base.

Physical

- The changes that take place during puberty to both males and females
    - Growth spurt, increased oil production (acne), increased strength, voice changes, mood changes (including those that impact mental and emotional state), body hair
- The changes to males during puberty related to testosterone production
    - Penis and testicle growth, erections, ejaculation, and nocturnal emissions
- The changes to females during puberty related to estrogen and progesterone production
    - Breast growth, hips widen, vagina and vulva grow, menstruation and ovulation, vaginal discharge, premenstrual syndrome (PMS)
    - Onset of menstruation-related illnesses, including Premenstrual Dysphoric Disorder (PMDD), endometriosis, heavy menstrual bleeding, severe pain or cramping

Social Changes

- Teens want to be more independent from family
- May focus on more social interactions with peers
- May become more interested in romantic relationships

Mental/Emotional

- Mental and emotional health may be affected by mood changes caused by hormone changes in both males and females.
- Some mood changes may be fleeting or day-to-day, others may be more severe or extreme and longer lasting, including depression and anxiety.
- Seek help for extreme or severe mood changes/shifts.

Clarifying Objective:
6.ICHR.2.2
Identify trusted resources to report sexual harassment and bullying.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

Trusted resources for the reporting of sexual harassment and bullying may include:

- Parent
- Guardian
- Trusted Adult
    - School Counselor
    - Teacher

Clarifying Objective:
6.ICHR.2.3
Summarize strategies for predicting and avoiding conflict.

Verb Defined:
To tell in or reduce to a summary : to make a summary

Student will know and be able to:

Maintaining friendships and good relations is an important life skill. However, conflict is inevitable, and the emotional trajectory of a situation is not always predictable.

Strategies to avoid/predict conflict:

- Active listening
    - Focus on understanding another's point of view
    - The person feels heard, which lessens misunderstandings and conflict
- Stay calm
    - Keeping emotions in check keeps situations from escalating
    - Step away if necessary to regain composure
- Choose your battles
    - The conflict may not be worth an argument of confrontation
- Common Ground
    - Finds areas in the conflict that both parties agree on. This opens the door to resolving the full conflict.
- Use I Messages
    - I messages convey the feelings of a person without blaming another
- Know when to walk away
    - Oftentimes, it is necessary to leave to allow the conflict to cool down
    - Once emotions have calmed, a resolution may be worked on again

Clarifying Objective:
6.ICHR.2.4
Design productive and positive solutions to conflicts based on an understanding of the perspectives of those involved in the conflicts.

Verb Defined:
To create, fashion, execute, or construct according to plan

Student will know and be able to:

Understand Perspectives:

- Empathy:
  - The ability to understand and share the feelings of others.
- Active Listening:
  - Truly paying attention to what someone is saying, both verbally and nonverbally.
- Identifying Biases:
  - Recognizing personal and others' biases and how they can influence perceptions.

Good communication skills:

- Assertiveness:
  - Expressing needs and feelings clearly and respectfully, while also considering the needs and feelings of others..
  - Be careful of their Non-verbal Communication:

Conflict Resolution Strategies:

- Negotiation:
  - Finding mutually agreeable solutions through discussion and compromise.
- Mediation:
  - A neutral third party helps conflicting parties reach a resolution.
- Restorative Justice:
  - Focuses on repairing harm caused by the conflict and restoring relationships.
- Activities:
  - Role-playing negotiation scenarios, practicing mediation techniques, discussing restorative justice principles.

Emotional Regulation:

- Identifying and Managing Emotions:
  - Recognizing and understanding personal emotions and develop healthy ways to express and manage them (e.g., deep breathing, relaxation techniques).
- Impulse Control:
  - Learn to resist the urge to react impulsively in conflict situations.

Clarifying Objective:
6.ICHR.2.5
Compare and contrast the signs of healthy and unhealthy relationships.

Verb Defined:
To examine the character or qualities of especially in order to discover resemblances or differences
Compare or appraise in respect to differences

Student will know and be able to:

Some relationships are healthy, and others are unhealthy. It is helpful to review the qualities of both a healthy and an unhealthy relationship. The signs of a healthy relationship include:

- honest communication
- listening
- compassion
- empathy
- support
- trust
- problem-solving skills
- personal boundaries

The signs of an unhealthy relationship can be identified by:

- jealousy
- dishonesty
- disrespect
- dependence on the other person
- intimidation and manipulation
- physical or psychological threats/violence
- controlling behaviors
- a lack of trust

It is important to compare and contrast:

- signs of a healthy relationship when presented with a video/script/story.

- “red flags of unhealthy relationships” when presented with a video/script/story of an unhealthy relationship

Components of healthy relationships may differ across different cultures and communities

Essential Standard:
6.ICHR.3
Summarize the changes that occur during puberty and adolescence.

Clarifying Objective:
6.ICHR.3.1
Discuss the maturing of body systems during puberty.

Verb Defined:
To talk about

Student will know and be able to:

Understanding the changes that take place in both males and females during puberty is essential information to ground reproductive health and safety. Organizing this information by body systems and being able to talk about specific changes that happen during puberty is a good way to group these changes. For example:

- Skeletal/Muscular:
    - Strength and height increase for both males and females; hips widen in females, voices change in males
    - Increased risk of injuries due to growth spurts
- Neurological:
    - Brain development occurs; coordination may falter for a time but will improve.
    - Decision-making skills are developing and may be influenced/overridden by emotion, impulses, aggression, and anger.
    - Changes in sleep patterns may cause sleep disruptions, and sleep is very important during this time for restoration.
- Reproductive System:
    - Reproduction is now possible for both males and females

- Integumentary System:
    - Acne/breakouts are likely, and body odor related to increased oil production.
- Digestive System:
    - Nutritional needs will change to support growth and development
    - Increased hunger and appetite

Clarifying Objective:
6.ICHR.3.2
Examine the responsibilities of parenthood or guardianship.

Verb Defined:
To inspect closely: to inquire into carefully

Student will know and be able to:

The responsibilities of parenthood and guardianship are wide-ranging and may include:

- Physical Care
  - food
  - shelter
  - clothing
  - medical care / health issues
- Emotional Support
  - love
  - affection
- Discipline
  - correct behavior
  - meeting societal expectations
- Financial
  - provide sufficient resources to meet a child's needs

Clarifying Objective:
6.ICHR.3.3
Demonstrate refusal skills that avoid or reduce health risks.

Verb Defined:
To show clearly

Student will know and be able to:

To be able to demonstrate refusal skills, various communication techniques should be utilized and practiced:

- Use “I messages” to clearly communicate
- Know the 5 parts of refusal skills: Say “no.” Say “no again” clearly and give a reason (fact or excuse). Support “no” with strong body language, propose an alternate activity, get away from the person.
- Demonstrate passive, assertive and aggressive communication and how each can be used effectively to get out of an

awkward or dangerous situation if necessary.

Nutrition and Physical Activity (NPA)

Essential Standard:
6.NPA.1
Compare tools such as Dietary Guidelines and the Nutrition Facts Label as they relate to the planning of healthy nutrition and physical activity.

Clarifying Objective:
6.NPA.1.1
Attribute the prevention of nutrition-related diseases to following the Dietary Guidelines for Americans.

Verb Defined:
A quality, character, or characteristic ascribed to someone or something

Student will know and be able to:

The USDA Dietary Guidelines is a resource written for health professionals. The guidelines provide guidance on what to eat and drink to meet nutrient needs, promote health, and prevent disease. The U.S. Departments of Health and Human Services (HHS) and Agriculture (USDA) work together to update and release the Dietary Guidelines every five years. Each edition of the Dietary Guidelines reflects the current body research and knowledge about diet and disease prevention across the lifespan.

Clarifying Objective:
6.NPA.1.2
Evaluate food choices using Nutrition Facts labels.

Verb Defined:
To determine the significance, worth, or condition of usually by careful appraisal and study

Student will know and be able to:

The USDA provides tools to help people make decisions about their diet based on research. One of these tools is the Nutrition Facts Label.

The Nutrient Facts label is a label on packaged food that details the nutritional content of a serving size of that food. A serving size is merely a measurement (like a gallon of paint) used when calculating nutrition information. It is not an instruction on how much of the food a person should eat.
For example, a serving size of bread is a slice, and typically, two slices of bread are eaten in a sandwich.

The Nutrient Facts Label includes:

- Serving Size
- Calories (per serving size) - a measurement of energy
- Nutrients
- Percent Daily Value- of the nutrients per serving size based on a 2,000-calorie diet
- Footnote

People have different nutrition needs. Calories should not be labeled as something bad; Calories are good! A calorie is a measurement of energy, and all bodies need calories to live. Food labels use a 2000-calorie diet as an average, and many children need much more than this.

By learning the parts of a Nutrition Facts Label and how to use them, it can be determined how much a particular nutrient is in a portion of food (such as calories, carbohydrates, protein, and fat) and if that food provides more or less of a certain nutrient.

Clarifying Objective:
6.NPA.1.3
Apply current dietary guidelines for meal planning with a variety of food choices.

Verb Defined:
To put to use especially for some practical purpose : to bring into action

Student will know and be able to:

The USDA provides dietary guidelines that are updated yearly. In 2025, the current guideline is My Plate, which visually encourages individuals to include the 5 food groups, as defined by the USDA, at each meal: fruits, vegetables, grains, protein foods, and dairy. Using MyPlate or an updated tool from the USDA, meals can be planned that fit nutritional needs, food preferences, access to foods, and family traditions.

Essential Standard:
6.NPA.2
Explore the benefits of consuming a variety of foods and beverages.

Clarifying Objective:
6.NPA.2.1
Identify the six essential nutrients to make informed decisions regarding healthy eating.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

By understanding the building blocks of nutrition, a person can better understand food and the nutrients food provides for our bodies to function. There are six essential nutrients. A nutrient is essential if our bodies require it to function. The six essential nutrients are:

- carbohydrates
- fats
- proteins
- water
- vitamins
- minerals

Clarifying Objective:
6.NPA.2.2
Compare the nutrients in a variety of beverages.

Verb Defined:
To examine the character or qualities of especially in order to discover resemblances or differences

Student will know and be able to:

Along with our food, beverages provide our bodies with nutrients. Labels on beverage containers and other resources allow comparison of the amounts of carbohydrates, protein, fat, vitamins, minerals and water in beverages such as sodas, smoothies, fruit drinks, sports drinks, sweet tea, milk, and water. Other components within the beverages to compare may include sugar (a carbohydrate), sodium (a mineral), caffeine, and other related stimulants.

Clarifying Objective:
6.NPA.2.3
Discuss the benefits of consuming foods high in fiber.

Verb Defined:
To talk about

Student will know and be able to:

Fiber is a type of carbohydrate found in plants, such as fruits, vegetables, beans, nuts, seeds, and grains. Fiber is unique compared to other nutrients, such as protein, fats, and other carbohydrates (starches and sugars), because it is not absorbed and mostly passes through the digestive tract intact.

Fiber has many benefits, including:

- Helping with digestion (avoiding or helping with constipation),
- Overall bowel health,
- Lowering cholesterol
- Stabilizing blood sugar levels (particularly with people with diabetes)
- Reduces risk of diseases, including heart disease and colon cancer

It's important to note that grains that are labeled "whole grain" still have the fiber intact, while grains not labeled with the word "whole" have had the fiber removed. If a grain product, such as bread, crackers, or pasta, isn't labeled a whole grain, then it is not a substantial source of fiber. An indication that a food item is a substantial source of fiber is to look for at least 4 grams of fiber per serving on the Nutrition Facts Label. Also, fruit or vegetable juices are not a substantial source of fiber because the fiber is removed during the juicing process. The USDA recommends for ½ of the grains eaten to be whole grains.

Essential Standard:
6.NPA.3
Apply lifelong nutrition and health- related fitness concepts to enhance quality of life.

Clarifying Objective:
6.NPA.3.1
Explain the relationships between food consumption, physical activity, and overall health.

Verb Defined:
To make known : to make plain or understandable

Student will know and be able to:

Nutrition and physical activity are essential parts of taking care of our bodies.

Similar to gas making a car go, food provides the body with energy to move, grow, breathe, digest food, heal, think, and do everything the body does. It's important to give the body fuel throughout the day so that it has the energy to do the many things the body does, including reading, playing, and walking to class. Eating meals and snacks provides the body with fuel. There are 6 essential nutrients that the body needs to function. These nutrients are acquired from food. By eating foods from the 5 food groups: fruits, vegetables, grains, protein foods, and dairy, the body is provided with a variety of nutrients.

Physical activity has many benefits, including physical, mental/emotional, and brain health. During childhood, regular physical activity helps build strong bones and muscles and helps make the heart and lungs work efficiently. Physical activity also benefits sleep, self-esteem, mood, and stress levels. Children may feel better and have a sense of accomplishment when they participate in physical activity. Physical activity (especially play) provides opportunities for children to make friends and practice teamwork, following rules, and good sportsmanship. Physical activity can also be fun!

Physical activity is not possible without the body being fueled (with nutrition) and hydrated well. Eating enough before and after physical activity can help reap the many benefits of physical activity.

Clarifying Objective:
6.NPA.3.2
Design a personal wellness plan addressing nutrition and physical activity to enhance quality of life.

Verb Defined:
To create, fashion, execute, or construct according to plan

Student will know and be able to:

An effective personal wellness plan helps a person be well-rounded and grounded. Using a day planner helps to understand how much is practical to do on a daily basis and to schedule time for health-enhancing activities such as taking time to eat, play, relax and sleep.

The plan should also include time allotments for;

- meals and snacks
- school, extracurricular activities, and schoolwork
- family responsibilities
- recreational activities/hobbies
- social times - connecting with friends and family members
- rest and relaxation
- sleep

It is a good time to learn to say “yes” to positive activities, “no” to negative ones, and “no” to overload. Setting goals for a balance of activities and planning for them with a weekly or monthly planner helps most people get organized and stay on track.

Alcohol, Nicotine, Cannabis, and Other Drugs (ANCOD)

Essential Standard:
6.ANCOD.1
Summarize the health risks associated with alcohol, nicotine products, cannabis, and other drug use.

Clarifying Objective:
6.ANCOD.1.1
Explain potential consequences of using any nicotine products, including vaping.

Verb Defined:
To make known : to make plain or understandable

Student will know and be able to:

Nicotine is a highly addictive substance and can negatively impact the cardiorespiratory system, the gastrointestinal system, and the immune system. Nicoline is contained in tobacco products and is included in vape pens and cartridges, which encourage addiction. Vaping is on the rise in middle school and high school. It is important to understand the harmful effects of nicotine and nicotine products so that informed decisions about behaviors can be made.

Potential Consequences:

- Addiction
- Increased heart rate
- Increased blood pressure
- Irritation of the respiratory system
- Mood changes
- Cardiovascular disease
- Respiratory disease
- Cancer
- Reduced immune system
- Premature aging

Clarifying Objective:
6.ANCOD.1.2
Identify benefits of a smoke/vape-free and nicotine-free environment.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

City, state, and national bans on indoor smoking in public places were enacted to keep people safe from secondhand smoke. Secondhand smoke was found to affect bystanders who were not smoking, affecting their health as though they were the ones directly smoking. Advocating for a smoke/vape free environment in the home, in a car, and in public spaces is an opportunity to protect personal health. The benefits of a smoke/vape free environment include:

- healthier heart
- reduced lung disease/cancer
- better respiratory functioning
- lower risk of asthma attacks

- less influence of secondhand smoke on babies (including unborn children)
- decreases the chances of SIDS
- lower risk of setting unintentional fires

Clarifying Objective:
6.ANCOD.1.3
Analyze family, media, and peer influences on the use, misuse, and avoidance of alcohol, nicotine, cannabis, and other drugs.

Verb Defined:
To study or determine the nature and relationship of the parts of something

Student will know and be able to:

An influencer is someone or something that has the power to affect the opinions or the purchasing decisions of others due to their authority, knowledge, position, or relationship with their audience. Friends, family, advertisers, and social media posts often portray drug and alcohol use as being fun and desirable. The truth is that alcohol and drug use can have significant adverse effects that include addiction and physical and emotional harm.

- Influencer
    - Family
    - Friend
    - Celebrity
    - Musician
    - Athlete
    - Social Media
    - other

- Areas influenced
    - Opinions
    - Products used
    - Places visited
    - Clothing/shoes
    - Music

- Unpack the influence message.
    - Are claims based on fact?
    - Who reaps the benefit?
    - Why is the message being received?
    - Does the message appear positive or negative?

- Does the message encourage or discourage the use of alcohol, nicotine, cannabis or other drugs

Clarifying Objective:
6.ANCOD.1.4
Describe the potential effects of alcohol, nicotine, cannabis, and other drugs on physical, mental, and social health.

Verb Defined:
To represent or give an account of in words

Student will know and be able to:

Drug use is appropriate when prescribed by a doctor. The pros and cons of legal alcohol and nicotine use reveal limited physical, mental, and social benefits. This is one of the reasons why there are age restrictions on the legal purchase of various substances such as alcohol and nicotine products. Impact of these drugs on one's physical, mental, and social health including:

Alcohol

- Physical Health
  - motor skill Impairment
  - impaired coordination
  - increase reaction time
  - liver damage
  - high blood pressure

- Mental Health
  - mental health disorders
  - anxiety
  - depression
  - cognitive impairments

- Social Health
  - risky behaviors
  - strained relationships
  - social isolation

Nicotine

- Physical Health

- stimulates the nervous system
- increase heart rate
- increase blood pressure
- dizziness
- nausea
- cancer
- cardio-respiratory disease
- heart disease

- Mental Health
  - mood swings
  - poor concentration
  - depression
  - anxiety disorders

- Social Health
  - social withdrawal
    - environments where smoking is not allowed
  - stigma over smell and staining caused

Cannabis

- Physical Health
  - motor skill Impairment
  - impaired coordination
  - increase reaction time
  - impaired judgement

- Mental Health
  - cognitive defects
  - memory issues
  - risk of developing mental health conditions

- Social Health
  - alter social interactions
  - legal issues may cause strain in relationships

Essential Standard:
6.ANCOD.2
Apply refusal skills to protect self and others from alcohol, nicotine products, cannabis, and other drug use.

Clarifying Objective:
6.ANCOD.2.1
Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors related to substance abuse.

Verb Defined:
To make known: to make plain or understandable

Applying refusal skills to avoid risk-taking behaviors is directly related to reaching goals set about health and wellness. Being able to resist negative peer pressure and communicate one's wishes clearly is a foundational part of this process. Using refusal skills articulates one's desired behavior related to risk-taking behaviors and substance abuse. This way of communicating is a way of accepting responsibility for personal actions.

Clarifying Objective:
6.ANCOD.2.2
Identify the types of support available at school and in the community for substance abuse.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

Help for substance abuse is available. Knowing where to find this help, what type of help is available, and how to access it is beneficial. Assistance can begin with contacting a school counselor, school nurse, or principal in every public school. Community resources, including the local Department of Health and Human Resources, can offer mental health therapy, addiction support groups, and medical professionals related to substance abuse.

Clarifying Objective:
6.ANCOD.2.3
Examine how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same behaviors.

Verb Defined:
To inspect closely: to inquire into carefully

Student will know and be able to:

Adopting a new habit can apply to both positive and negative health behaviors. It is not uncommon for habits or behaviors to promote the adoption of additional habits/behaviors.

For example, someone who begins lifting weights may enjoy the benefits of adding muscle to their body and may start changing their diet to support building muscle. This person may observe that they have better workouts when they get 8 hours of sleep and may begin to prioritize sleep in their daily routine. Now that a sleep time has been established, homework will have to be fit in earlier in the day, and time management is now another behavior that's adopted.

Building habits/behaviors can also happen with negative health behaviors. A person can start vaping and gradually begin consuming cannabis for additional effect. Eventually, this may lead to other drug use. While under the influence of drugs, poor decisions about sexual activity, finances, nutrition, relationships, and dangerous behaviors like driving under the influence can emerge.

Seventh Grade

Mental and Emotional Health (MEH)
Essential Standard: 7.MEH.1 Analyze the relationship between healthy expression of emotions, mental health, and healthy behaviors.
Clarifying Objective: 7.MEH.1.1 Explain how emotions change during adolescence.
Verb Defined: To make known : to make plain or understandable
Student will know and be able to: Adolescence is defined as the transition from childhood to adulthood. Puberty is experienced during this time. Emotional changes occur as the result of physical, cognitive, and social factors: ● Hormonal changes: ○ Puberty causes an increase in hormones (estrogen, progesterone, and testosterone). This may lead to mood swings, a lack of or an abundance of energy, and disturbed sleep. ● Brain growth: ○ The prefrontal cortex and the limbic system (parts of the brain responsible for emotions, impulse control, decision-making, and problem-solving) are still developing. Adolescents are often more reactive and emotional during this time. ● Social factors: ○ Adolescents experience new social dynamics, including being “in love” for the first time, change in family dynamic and peer relationships, which influence their moods. Since the prefrontal cortex is less developed at this time, it is difficult for them to “read” their emotions or the emotions of others.
Clarifying Objective: 7.MEH.1.2 Describe the potential outcomes of impulsive behaviors.
Verb Defined: To represent or give an account of in words
Student will know and be able to: Impulsive behavior means acting or doing something without forethought. An impulsive act is not planned, and potential consequences are not considered. An impulsive action can be fun and spontaneous, but at other times, it can put one at risk for

physical injury, legal issues, or relationship problems.

Clarifying Objective:
7.MEH.1.3
Identify resources for mental and emotional health.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

Finding mental/emotional resources that help provide accurate information and effective strategies for care is beneficial for anyone who is looking for information, strategies, and/or help.

- Local and/or free face-to-face providers
  - School Counselor
  - County Health Department
  - Local Mental/Emotional Health Providers
  - Other area Mental Health Specialists
- Identify virtual mental/emotional health assistance
  - 9-8-8 Hotline
  - Hope Line in NC
  -
- Books, websites, social media sites, apps that may be helpful

Essential Standard:
7.MEH.2
Evaluate positive stress management strategies.

Clarifying Objective:
7.MEH.2.1
Assess a variety of stress management techniques.

Verb Defined:
To determine the importance, size, or value of

Student will know and be able to:

Because there are a variety of causes of stress, it is logical that a person would employ a variety of stress management techniques.

Some of the strategies available are;

- time management
- exercise
- meditation
- muscular relaxation
- minimizing or redefining stress
- planning ahead
- making a schedule
- prioritizing tasks.

Stress management techniques need to be assessed to determine the best fit for the person or situation.

To assess a stress management technique:

- Compare techniques based on their effectiveness, appropriateness, and benefits.
- Does the technique provide:
    - short term benefits
    - long term benefits
    - short and long-term benefits
- Review data that supports the expected outcomes of the technique.
- Evaluate the outcome of the technique used for satisfactory results.

Clarifying Objective:
7.MEH.2.2
Design a stress management plan.

To create, fashion, execute, or construct according to plan

To conceive or execute a plan

To draw, lay out, or prepare

Student will know and be able to:

Stress management strategies may need to be “tailored” to the situation or specific strategy. For example:

- A person is driving in traffic. They may be able to manage their stress by counting to ten but would not be able to close their eyes to meditate.
- If an enormous project is due tomorrow, it may be too late to divide the project into smaller tasks.

The choice of appropriate stress management techniques depends on one’s personality and experience. Self-reflection can assist in selecting the appropriate plan.

Essential Standard:
7.MEH.3
Identify help-seeking strategies for mental health challenges.

Clarifying Objective:
7.MEH.3.1
Identify numerous resources that would be appropriate for supporting mental health challenges.

Verb Defined:
To create, fashion, execute, or construct according to plan

Student will know and be able to:

Mental health challenges may have a physical cause: disease, injury, or drug use. In other situations, heredity or repeated emotional stress are factors that can impact mental/emotional well-being. It is recommended that mental health challenges be identified and treated as early as possible. Treatment depends on the cause, the behavior of the person experiencing the challenge, and available resources in his or her community.
Therapy may include:

- talking to a mental health professional
- taking medication
- engaging in behavioral therapy
- hospitalization
- group therapy
- support group

Resources

- Primary care provider/physician
- Local health department or clinic
- Crisis centers
- Mental health organizations

Clarifying Objective:
7.MEH.3.2
Implement strategies to seek help from a parent, guardian, or trusted adult when noticing harmful and/or negative thoughts or behaviors.

Verb Defined:
To carry out: accomplish

Student will know and be able to:

Harmful and/or negative thoughts or engaging in risky behaviors are an indication that a person is deeply sad, feels they are not supported by others, or feels disconnected from family, friends, or school. The behaviors may be reckless and involve placing oneself in dangerous situations or failing to protect oneself. If these changes are noted in themselves or others, help should be sought. Self-destructive thoughts or intent should never be kept secret. The more clearly and directly the need for assistance is expressed, the better. While friends can give support and extend kindness, an adult is needed to intervene. Adults who are considered trustworthy and credible include parents, guardians, and trusted adults like teachers, coaches, school nurses, school counselors, and youth leaders. An intervention should be done by trained adults. Most schools have a safe plan for what to do if a person expresses suicidal or self-destructive intent.

Personal and Consumer Health (PCH)

Essential Standard:
7.PCH.1
Understand wellness, disease prevention, and recognition of symptoms.

Clarifying Objective:
7.PCH.1.1
List personal behaviors that are risk factors of chronic illnesses.

Verb Defined:
Catalog / checklist / enumerate

Student will know and be able to:

There are many things that can be done to improve health and limit the risk of chronic illness. Good habits can support a healthy active lifestyle as well as prevent disease. Personal behaviors that increase the risk of chronic disease:

- Lack of physical activity which can contribute to:
  - type 2 diabetes
  - heart disease
  - cancer
  - depression
  - poor bone health
  - obesity

- Poor nutrition which can contribute to:
  - type 2 diabetes
  - high blood pressure
  - heart disease
  - cancer

- depression
- poor bone health
- obesity

- Not getting enough sleep which can contribute to::
  - obesity
  - depression
  - anxiety
  - type 2 diabetes

- Tobacco use can contribute to:
  - heart disease
  - lung disease
  - cancer

- Excessive alcohol can contribute to:
  - liver disease
  - heart disease
  - breast cancer
  - brain damage
  - nervous system impairment.

Clarifying Objective:
7.PCH.1.2
Name the social determinants of health and how they relate to chronic illnesses.

Verb Defined:
To give a name to : call : to mention or identify by name

Student will know and be able to:

Social Determinants of Health are conditions in the environments where people are born, live, learn, work, play, and age. These conditions affect a wide range of health outcomes. These factors can significantly influence the development and management of chronic illnesses.

1. Economic Stability
2. Education
3. Social and Community Context
4. Health Care Access and Quality

5. Neighborhood and Built Environment
6. Social and Physical Environment

Relationship to Chronic Illnesses:
These social determinants interact in complex ways and collectively influence health outcomes. For example:

- Economic instability can limit access to health insurance, resulting in delayed care and management of chronic conditions.
- Poor education may lead to lower health literacy, preventing people from understanding their chronic illness and adhering to treatment plans.
- Discrimination and social isolation can exacerbate mental health issues like depression, which can worsen chronic diseases such as diabetes or heart disease.
- Living in unhealthy neighborhoods increases exposure to environmental toxins and reduces opportunities for physical activity, leading to higher rates of obesity, asthma, and other chronic conditions.

Clarifying Objective:
7.PCH.1.3
Explain mental and physical consequences of inadequate rest and sleep.

Verb Defined:
To make known : to make plain or understandable

Student will know and be able to:

Adequate sleep and rest are needed for both mental and physical health. There are health and safety concerns when not getting sufficient amounts.

Physical consequences
- more likely to become sick
- increased levels of harmful hormones
- unable to stay alert to potential injury
- immune system function may be compromised
- many organs (including the brain) cannot function at their capacity

Mental Consequences
- mood is affected, causing a person to be irritable, depressed, or angry
- less able to manage stress.
- less likely to be able to learn and retain information, solve problems, and perform effectively on exams and assessment

activities

Clarifying Objective:
7.PCH.1.4
Explain the effects of excessive sun exposure on your overall health and the importance of regular skin checks.

Verb Defined:
To make known : to make plain or understandable

Student will know and be able to:

The effects of excessive sun exposure on the skin and specific dermatological conditions such as sunburn, freckles, premature aging, and skin cancer are important to consider since the number of sunburns during childhood is a risk factor for skin cancer as adults. Regular skin checks are a vital part of maintaining the health of the skin.
Basic prevention is key, including:

- Avoiding excessive sun exposure
- Wearing sunscreen (include guidelines for sunscreen - SPF, reapply schedule,...)
- Wearing hats/sunglasses, clothing with SPF and/or coverage as prevention
- Getting regular skin checks by a doctor

Essential Standard:
7.PCH.2
Analyze the immune system in terms of the organs, their functions,
and their interrelationships.

Clarifying Objective:
7.PCH.2.1
Describe the parts of the immune system and their purpose.

Verb Defined:
To represent or give an account of in words

Student will know and be able to:

The immune system provides protection for the body against pathogens (bacteria, viruses, fungi, parasites). The immune system is made up of many defenses to protect physical health.

- There are barriers that keep pathogens out of the body:
    - skin
    - tears

    - saliva
    - mucous membrane
    - stomach acid.
- The lymphatic system removes foreign substances from the body and is composed of a network of:
    - lymphatic vessels
    - lymph nodes
    - organs (spleen and tonsils).
- Bone marrow, produced in the lymphatic system, where immune cells are produced.
- Mucous membranes, located in the digestive, respiratory, and urinary systems that trap foreign substances.

Clarifying Objective:
7.PCH.2.2
Explain how the immune system functions to protect the body.

Verb Defined:
To make known : to make plain or understandable

Student will know and be able to:

The body reacts to antigens, substances that send the immune response into action, by making more antibodies, specific proteins that prevent antigens from harming the body. The body is able to build immunity to many pathogens, making it far less likely that the person will experience the infection another time. Vaccines are weakened or dead pathogens introduced into the body to cause an immune response. The body creates memory cells to fight off that infection if the person is exposed to that virus or bacteria in the future.

Skin
- provides a physical barrier to keep pathogens out of the body

Tears
- keeps pathogens from entering through the eyes

Saliva
- contains antibodies to fight pathogens that enter through the mouth

Mucous
- traps and removes pathogens from the body

Stomach Acid
- eliminates pathogens contained within food

Lymphatic System
- lymph fluid is circulated throughout the body, which filters and destroys pathogens

Clarifying Objective:
7.PCH.2.3
Identify strategies to protect your immune system.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:
Although the immune system works tirelessly to protect the body from disease, it can be compromised if not properly taken care of. Immune system support includes:

- proper sleep
- regular exercise
- proper nutrition
- stress management
- avoiding drug use
- not sharing drinks or items that contain saliva
- completing antibiotics if they are prescribed
- avoiding sexually transmitted infections such as HIV/AIDS
- keeping vaccinations up-to-date

Essential Standard:
7.PCH.3
Demonstrate health literacy when evaluating health claims for misinformation and bias.

Clarifying Objective:
7.PCH.3.1
Identify resources that help to make educated decisions on health services and products.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

Resources:

- Local Health Department
- School Nurse
- Government Websites and Agencies
    - National Institutes of Health (NIH)
    - Centers for Disease Control (CDC)
    - Food and Drug Administration (FDA)

The internet can provide a wealth of good and helpful information about health services and products. It is also a platform for misleading and bad advice and information. It's important that people know how to distinguish good information from bad. Using the checklist below can help weed out the bad information when looking for resources to help make decisions on health services and products.

- Is it current
- Is it relevant
- Is it accurate?
- What authority does the writer have?
- Check the source:
    - Is it a trusted source?
- Check the claims made:
    - Is there evidence to back up the claims?
- Is the information sponsored by a company or group that benefits from this information?
- Read the fine print:
    - Are there disclaimers or other conditions hiding there?
- Presentation:
    - Does the ad rely on strategies to convince the user or is there factual evidence?
- Understanding the difference between domains: .com, .edu, .org, .gov

Clarifying Objective:
7.PCH.3.2
Discuss misconceptions about health and the efficacy of health products and services.

Verb Defined:
To talk about

Student will know and be able to:

The consumer must distinguish between medically accurate information and information that is misleading and intended to fool them into purchasing products and services that are not valid. Misconceptions about health come from misleading advertising, from word of mouth, from "old science," and from the media. They are often believed because they sound logical, have been heard repeatedly, or come from a source that is thought to be legitimate. Misconceptions, if believed and acted on, may result in wasted money, delay of effective treatment, and even further injury or death. It is important to learn to dispel misconceptions by seeking accurate information. There are reliable resources that provide medically accurate information. Good sources of health information are one's health care provider, teachers, the .gov, .edu, and most .org websites, and health textbooks.

Essential Standard:
7.PCH.4
Analyze necessary steps to prevent and respond to unintentional injury.

Clarifying Objective:
7.PCH.4.1
Deconstruct the interaction of individual behaviors, the environment, and other factors that cause or prevent injuries.

Verb Defined:
To take apart or examine (something) in order to reveal the basis or composition

Student will know and be able to:

Unintentional injury is the leading cause of death for teenagers and young adults. Injuries are often influenced by the behavior of the individual and the environment in which they find themselves. Individual behaviors can raise or lower the level of risk of unintentional injury.

- Wearing safety equipment (helmets, sports equipment, etc)
- Use of proper restraints (seat belts)
- Alcohol and drug use
- Proper storage and education regarding firearms

Environmental factors are the surroundings that increase or decrease an individual's risk.

- Riding in a car with a person who has consumed alcohol
- Being with people who don't share value systems
- Being in the home of a classmate whose parent has a weapon.

It is important for a young person to remember that many health problems and injuries can be prevented.

Clarifying Objective:
7.PCH.4.2
Demonstrate techniques of basic first aid and procedures for treating injuries and emergencies.

Verb Defined:
To show clearly

Student will know and be able to:

First aid procedures are simply actions one can take for the victim before medical help arrives.

Basic Precautions about Providing First Aid:

- It is vital to check out the scene and make sure it is safe to provide first aid.

- Turn off any electrical power if someone has been electrically shocked, and look for other hazards, such as downed power lines, smoke, or dangerous swimming conditions in a near-drowning emergency.
- Wear disposable gloves if available. If gloves are not available, create a barrier with a plastic bag or clean cloth.
- Wash hands thoroughly after providing first aid.
- Never move a victim unless there is no other choice. Be especially cautious if a head, neck, or back injury is suspected.

Bleeding:
With all types of bleeding, it's important to stop the flow of blood as quickly as possible.
Small cuts:

- Small cuts in the veins stop bleeding and clot within a few minutes. The area should then be washed, and a bandage or gauze placed gently on top.

Deeper cuts:

- Deeper cuts in the veins produce dark blood that seeps out slowly and steadily. It can be stopped by gentle pressure on the wound with a sterile or clean cloth, followed by the application of a clean or sterile bandage. Often, these wounds require stitches, and therefore medical treatment will be necessary after providing first aid.

Arterial bleeding:

- Bleeding from an artery can cause death within a few minutes, so urgent first aid is essential. This type of bleeding pulsates and squirts blood as the pulse beats. The blood is often a bright red color. To stop bleeding from an artery: Apply hard pressure on the wound and continue until the patient receives medical treatment. Press with a sterile cloth or use the hand (but always with a barrier). Put a bandage on the wound if possible. If the blood soaks through the bandages, press harder until the bleeding stops. Do not remove the soaked bandages; place another on top if necessary. Do not attempt to clean the wound. The person must be made to lie down, preferably with head lower than the rest of the body; the feet can be propped up on something. This will ensure that enough oxygen gets to the brain. If possible, position the wounded area higher than the rest of the body so that the pressure, and therefore the bleeding, will be reduced.

Nosebleeds:

- Do not bend the head backward or lie down, because this increases blood pressure in the head and so increases the bleeding. Blood may also run into the stomach.
    - To limit the bleeding:
        - pinch the nostrils shut with the index and middle finger for 10 minutes, taking care not to come into direct contact with the blood. This way, the vein is pressed together, which is often enough to stem the flow.
        - while the nostrils are shut, the person must breathe through the mouth.
        - if the bleeding continues beyond 10 minutes, it is important to contact a doctor

Shock and fainting:
Shock and fainting occur when only a small amount of blood circulates to the brain. This means that the brain is not receiving enough oxygen, which leads to a feeling of faintness, disorientation, and dizziness. When the flow of blood in the body is too slow, the blood pressure drops, and too little oxygen is circulated through the body.

Symptoms of a person in shock:

- skins goes pale
- turn sweaty, clammy, and cold
- dizziness
- weak, fast pulse
- low blood pressure
- slow, weak breathing
- loss of consciousness

What to do if someone is in shock or has fainted:

- The person must lie on his/her back - preferably with feet raised - to ensure enough blood gets to the brain.
- Make sure the person is warm, comfortable and covered by a blanket if necessary to maintain normal body temperature.
- Do not give the victim anything to eat or drink due to the risk of choking. Food/drink will also impair advanced medical care, such as surgery, if required.
- If the person vomits or bleeds from the mouth, they must be placed on his or her side to prevent choking.
- Call for an ambulance. A person in shock must always be treated by a doctor. Stay with the person until medical help arrives.

Knocked-out Tooth:

A knocked-out tooth is a dental emergency. Baby teeth do not need to be put back in, but quickly putting a permanent tooth back in its socket is key to preserving the tooth. Every minute a tooth is out of its socket, means the less chance that it will survive. A tooth has its best chance of survival if replaced within 30 minutes.

- Find the knocked-out permanent tooth. If not sure if it's a baby or permanent tooth (a baby tooth has a smooth edge), call a dentist or a doctor or emergency room immediately.
- Handle the tooth only by its crown (the part normally exposed), never by the root.
- Gently rinse (don't scrub) the tooth immediately with saline solution or milk. (Tap water should only be used as a last resort; it contains chlorine, which may damage the root.)
- Keep the tooth from drying out until seen by a dentist by:
    - Inserting tooth back into its socket if person is old enough to hold it in place
    - Storing the tooth in milk (not water)
    - Placing the tooth between cheek and lower gum
- See a dentist or go to the local emergency room right away.

Poisoning or Overdose:

- Check the area first for safety, remove the victim, and take to fresh air.
- Provide treatment appropriate to the form of the poisoning. If the poison is in solid form, such as pills, remove it from the victim's mouth using a clean cloth wrapped around a finger. Don't try this with infants because it could force the poison further down their throats.

- If the poison is corrosive to the skin, remove the clothing from the affected area and flush with water for at least 15 minutes.
- Take the poison container or label when calling for medical help because it will be needed to be able to answer questions about the poison.
- Try to stay calm and follow the instructions given.
- If the poison is in contact with the eyes, flush the victim's eyes for a minimum of 15 minutes with clean water.
- Call the National Poison Control Center (800-222-1222)

Injuries to muscles, bones, or joints:

- Always suspect a serious injury when any of the following signals are present:
    - Significant deformity
    - Bruising and swelling
    - It's painful to bear weight on the injured area or to move it
    - Bone fragments sticking out of a wound
    - Person feels bones grating; person felt or heard a snap or pop at the time of injury
    - Cause of the injury suggests that the injury may be severe

- What to do:
    - Remove clothing from the injured part.
    - Apply a cold compress or ice pack wrapped in cloth.
    - Place a splint on the injured part by:
        - keeping the injured limb in the position it was found
        - placing soft padding around the injured part
        - placing something firm (like a board or rolled-up newspapers) next to the injured part, making sure it's long enough to go past the joints above and below the injury
        - keeping the splint in place with first-aid tape
        - Splint only if the person must be moved or transported by someone other than emergency medical personnel
        - Splint only if able to do so without causing more pain.
        - Check for circulation (feeling, warmth, and color) before and after splinting.
        - Seek medical care, and do not allow victims to eat in case surgery is needed.

Do not move victim, and call for emergency care if:

- The victim may have seriously injured the head, neck, or back.
- A broken bone comes through the skin (apply constant pressure with a clean gauze pad or thick cloth and keep the victim lying down until help arrives; do not wash the wound or push in any part of the bone that is sticking out).

Clarifying Objective:
7.PCH.4.3
Design plans that reduce the risk of fire-related injuries at home, in school, and in the community at large.

Verb Defined:
To create, fashion, execute, or construct according to plan

Student will know and be able to:

There are several causes of fires, most of which are related to carelessness. These causes are:

- smoking
- cooking
- improper storage of flammable products
- electricity
- gas leaks

The following are general guidelines that should be incorporated into plans for reducing fire-related injuries.

- keep stove tops clean
- keep flammable materials safely stored away from heat or flame
- dispose of cigarette safely
- never play with matches, lighters, or candles
- do not overload electrical sockets
- do not use appliances with frayed wiring.

Always tell an adult if a dangerous situation is noticed. Equipment that is helpful to have in the home are smoke detectors, carbon monoxide detectors, and fire extinguishers.

In case of fire, there are safety precautions to take to prevent injury or death:

- have a plan that everyone in the family practices; take into consideration multi-levels
- take all fire drills seriously (school and home)
    - exit the building quickly
    - once outside, meet at the prearranged location
    - if at home, call 911
- feel a door before opening
    - if it is hot, do not open and find another exit
- crawl along the floor of a room filled with smoke
- use the Stop/Drop/Roll method of extinguishing clothing on fire

Clarifying Objective:
7.PCH.4.4
Create a plan to reduce the risk of water-related injuries.

Verb Defined:
To produce through imaginative skill : to make or bring into existence something new

Student will know and be able to:

For people between the ages of five and twenty-four, drowning is the second leading cause of accidental death. Common causes of drowning include:

- not knowing how to swim
- not wearing a life jacket
- lack of supervision
- diving in shallow water
- current
- going beyond swimming ability/leg cramps
- horseplay/dares
- accidentally falling in
- the use of alcohol or other drugs.

Most water-related accidents could be avoided by knowing how to stay safe and following a few simple guidelines.
Diving:

- Teens are more likely than any other age group to suffer diving injuries, many of which can result in permanent spinal cord damage or death.
- Only dive in areas that are known to be safe for diving, such as the deep end of a supervised pool.
- Follow posted signs, "No Diving" or "No Swimming."
- Check the water's depth before jumping to make sure there are no hidden objects.
    - Lakes or rivers can be cloudy, and hazards can be hard to see.

Personal watercraft (Jet Skis)

- Learn to swim. T
- Know local laws and regulations as they pertain to the operation of personal watercraft (PWC).
- Operate PWC with courtesy by following traffic patterns of the waterways and obeying no-wake and speed zones.
- Use extreme caution around swimmers, surfers, shore areas, and docks.
- Avoid passing close to other boats and jumping wakes.
- Coast Guard-approved life jackets should be worn by the operator as well as any riders.
- Ride with a buddy. PWCs should always travel in groups of two or three.
- Avoid alcohol use

Boating safety

- Make sure the captain or person handling the boat is experienced and competent.
- Avoid alcohol use.
- Avoid a condition called boater's fatigue. The combination of wind, noise, heat, and vibration of the boat all combine to tire out the person boating at a greater rate than expected.

Personal floatation devices (PFDs)

- Wear a Coast Guard-approved life jacket whenever on the water, regardless of swimming ability.

Ocean and River Currents

- Swim in safe areas only that are supervised by a lifeguard.
- Swimming in an open body of water is different from swimming in a pool.
    - Swimmers need more energy to handle the currents and other conditions in the open water.
- A person who is caught in a current should not panic or fight the current.
    - They should swim with the current, gradually trying to make their way back to shore.
- Know where and when not to swim. Avoid rip currents and watch for warning notices and flags.

Cold Exposure and Hypothermia

- Avoid getting too cool.
    - Body temperature drops far more quickly in water than it does on land.
    - A person who is swimming is using energy and losing body heat even faster than keeping still.
    - If the body starts to shiver or muscles cramp up, get out of the water quickly.

Interpersonal Communication and Healthy Relationships (ICHR)
Essential Standard: 7.ICHR.1 Understand healthy and effective interpersonal communications and relationships.
Clarifying Objective: 7.ICHR.1.1 Contrast characteristics of healthy and unhealthy relationships.
Verb Defined: Compare or appraise in respect to differences
Student will know and be able to:

Characteristics associated with healthy relationships may include:

- trust
- mutual respect
- honesty
- open communication
- concern/empathy
- should value each other
- compromise
- mutual support

Characteristics associated with unhealthy relationships may include:

- Negative peer pressure
- Disrespecting personal values and feelings of others
- Making another person do something against his or her wishes
- Asking others to engage in risky behavior
- Mental, emotional, and/or physical intimidation, threats, and violence

Clarifying Objective:
7.ICHR.1.2
Predict short-term and long-term consequences of violence to perpetrators, victims, and bystanders.

Verb Defined:
To declare or indicate in advance: forecast

Student will know and be able to:

Victim of violence:

- Short term
    - Physical harm to the body
    - Embarrassment
    - Fear
    - Depression
    - Low self-esteem
- Long term
    - Injuries requiring long-term recovery
    - Permanent disability.
    - Post-traumatic stress disorder (PTSD)

- Social isolation or withdrawal

Perpetrator of violence:

- Short Term
  - Arrest
  - Criminal charges
  - Guilt
  - Remorse
- Long term
  - Incarceration
  - Criminal record
  - Remorse
  - Strained relationships

Effects on bystanders:

- Short Term
  - Shock
  - Fear
  - Insecurity
  - Feeling of helplessness
  - Guilt
- Long Term
  - Anxiety
  - Depression
  - PTSD

Clarifying Objective:
7.ICHR.1.3
Demonstrate safe and effective ways to manage and resolve conflict.

Verb Defined:
To show clearly

Student will know and be able to:

Conflicts can quickly lead to violence, which is a top cause of injuries and death in America. Effective methods of conflict resolution assists in identifying the problem and coming up with mutually beneficial solutions.

1. Cool Down Period

- Encourage both parties to step away from the situation to calm down before addressing the conflict. This helps prevent emotional outbursts and allows for a more rational discussion.

2. Use "I" Statements

- Express feelings without blaming. For example:
  - Instead of: "You're so mean!"
  - Say: "I feel upset when I'm left out because it hurts my feelings."

3. Active Listening

- Ensure each person has a turn to speak without interruption.
- Encourage them to repeat back what they heard to confirm understanding.

4. Identify the Problem Together

- Ask open-ended questions like:
  - "What do you think caused this problem?"
  - "How do you feel about what happened?"

5. Brainstorm Solutions

- Work together to generate possible solutions. Make sure both parties contribute ideas and feel heard.

6. Agree on a Plan

- Choose a solution that works for both sides and discuss how to implement it.
- Encourage a compromise if needed.

7. Follow Through and Reflect

- Ensure the agreed-upon plan is carried out.
- Reflect on what was learned from the conflict.

Clarifying Objective:
7.ICHR.1.4
Identify risks of becoming a perpetrator or victim of bullying via social media.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

A cyberbully is a person who sends any online communication (ex. text, social media post, email, on-line games, message, ….) to frighten, harass, threaten, or otherwise target another person. (State of North Carolina, Article 29C. 115C-407.15 and 115C407.16) The state of North Carolina requires schools to develop specific policies for cyberbullying and consequences for cyberbullying.

Risks of becoming a cyberbully:

- may face criminal charges
- may be subject to fines
- guilt
- shame
- remorse
- normalizing the behavior to a point that negatively affects interaction in the future
- isolation
- difficult relationships with peers, family, and friend

Victim of cyberbullying:

- feelings of social isolation
- feeling unsafe
- loss of self-esteem
- feelings of shame and anxiety
- lack of concentration
- learning difficulties
- self-harm
- physical and emotional damage.

Clarifying Objective:
7.ICHR.1.5
Recognize that all people have inherent value and dignity and contribute much in life, regardless of differences.

Verb Defined:
To acknowledge formally : to acknowledge or take notice of in some definite way

Student will know and be able to:

Every person, regardless of their differences, holds inherent value and dignity. Each individual has the capacity to contribute to society with diverse perspectives, talents, and experiences. Recognizing this inherent value fosters empathy, respect, and understanding. Embracing differences—not just tolerating them—helps create communities where everyone can thrive and make meaningful contributions.

Clarifying Objective:
7.ICHR.1.6
Discuss the appropriate role of bystander in preventing and stopping bullying and violence.

Verb Defined:
To talk about

Student will know and be able to:

Bullying often occurs in the presence of bystanders. Sometimes, the bystander is complicit in the bullying or violence; sometimes, they just happen to be there.

Role of a bystander:

- Never encourage the bullying that is taking place. The victim may feel as though the peer group is against him, as well as the bully. Bystanders can alert a teacher or administrator if bullying occurs or is planned.
- Bystanders can try to calm the situation down or speak to the bully to state the behavior should not continue. Support the victim by being an “upstander” (not a bystander)
- Bystanders should show support for the victim, so the person is not alone.
- Bystanders may be able to offer suggestions for other activities that are not harmful or illegal.

Essential Standard:
7.ICHR.2
Explain the physical, social, and emotional benefits of choosing to abstain from sexual activity until marriage.

Clarifying Objective:
7.ICHR.2.1
Explain how family, peers, culture, media, technology, and other factors can affect sexual health decisions including remaining abstinent from sexual activity until marriage.

Verb Defined:
To make known : to make plain or understandable

Student will know and be able to:

1. **Family Influence**:
    - Family values and beliefs play a crucial role in shaping attitudes toward sex and relationships. These values and beliefs can influence views on sexual health decision-making, including remaining abstinent.
2. **Peer Pressure**:
    - Peer influence becomes increasingly significant in decision-making at this age. It can create a sense of urgency or expectation surrounding engaging in sexual activity, and it may offer a supportive environment to remain abstinent.
3. **Cultural Context**:
    - Different cultures have varying beliefs and practices related to sexual health. It's essential to acknowledge these values and beliefs and their influence on sexual health decision-making, including abstinence.
4. **Media/Social Media Influence**:
    - Young adolescents are heavily influenced by media portrayals of relationships and sexuality, which may be positive or negative. It can shape perceptions and expectations around sexual behavior and abstinence.
    - Social media can offer sources of information regarding abstinence and sexual health. However, it is important that young people are able to explain the negative impacts of medically inaccurate sources of information and the normalization of sexually explicit content and increased peer pressure.
5. **Support Systems**:
    - A parent, guardian, or trusted adult can help students make informed decisions.

Clarifying Objective:
7.ICHR.2.2
Analyze the meaning of the term abstinence in the context of sexual health and living a healthy life.

Verb Defined:
To study or determine the nature and relationship of the parts of something

Student will know and be able to:

The word abstinence is defined as: “to choose not to do or have something, to refrain deliberately and often with an effort of self-denial from an action or practice.” Abstinence can have different meanings to different people and can be applied to many different types of behavior, such as:

- Sexual activity
- Smoking
- Drug or alcohol use
- Eating certain foods and drinks (dairy, sugar, etc.)
- Gambling

In this objective, abstinence means to not engage in sexual activities.

Reasons someone may stay or become abstinent:
- avoid becoming a teen parent
- avoid contracting a Sexually Transmitted Infection
- reduced stress and anxiety from pressure to be sexually active
- opportunity to develop stronger relationships
- opportunity to focus on other pursuits (personal growth/discovery, athletic, art, academic, community, etc…)

Clarifying Objective:
7.ICHR.2.3
Explain that sexual activity includes physical contact between individuals involving intimate/private areas of the body that can potentially result in pregnancy, STIs, and/or emotional consequences.

Verb Defined:
To make known : to make plain or understandable

Student will know and be able to:

1. Private and Intimate Areas

- Definition of private areas:
  - These are parts of the body typically covered by underwear or a bathing suit. These areas are private and deserve respect.
- Boundaries and consent:
  - People have a right to decide what happens to their own bodies, and no one should touch their private areas without permission.

2. Sexual Activity

- Sexual activity involves physical contact between people that is often intimate or private. It may include actions such as kissing, touching private areas, or other behaviors.
- It is something that happens between people who are older and in a consensual, committed relationship, but can have serious responsibilities and consequences.
- Some people have not been able to give consent or decide what happens to their body related to sexual activity, i.e. sexual abuse/assault

3. **Potential Outcomes of Sexual Activity**

- Pregnancy:
    - Some types of sexual activity can lead to pregnancy. Pregnancy is defined as the period of time in which a fetus develops in the uterus of a woman. Pregnancy occurs when sperm meets and fertilizes an egg and implants in the lining of the uterus. Pregnancy can be prevented with the use of contraception or by practicing abstinence.
- Sexually Transmitted Infections (STIs):
    - Some infections can be spread through sexual contact. These infections can be serious but are also preventable with safe practices.
- Emotional Consequences:
    - Sexual activity can impact emotions, self-esteem, and relationships. It requires maturity and readiness to handle these effects.

4. Age-Appropriate Context

- Sexual activity is something that should only happen between adults in a healthy, respectful, and consensual relationship.

5. Healthy Relationships and Decision-Making

- It is important to make informed and safe decisions and to know when to seek guidance from a parent, guardian, or trusted adult.

Essential Standard: 7.ICHR.3 Explain strategies that develop and maintain reproductive and sexual health.
Clarifying Objective: 7.ICHR.3.1 Recognize common STIs (including HIV & HPV), modes of transmission, symptoms, effects if untreated, and FDA-approved

methods of prevention.

Verb Defined:
To acknowledge formally : to acknowledge or take notice of in some definite way

Student will know and be able to:

The most common sexually transmitted infections are caused by bacteria and viruses. The most significant difference between the two is that STIs caused by bacteria can be treated and cured. Those caused by a virus can be treated but not cured.
STIs transmitted by bacteria:

- Chlamydia (leading STI among teenagers)
- Gonorrhea
- Pelvic Inflammatory disease

The most common STIs caused by viruses:

- Human Immunodeficiency Virus (HIV)
- Human Papillomavirus (HPV)
- Syphilis
- Genital herpes.

Modes of Transmission:
Some STIs are transmitted if there is body fluid contact with mucous membranes in the vagina, mouth, or anus. They are spread through intimate contact, vaginal, anal, or oral intercourse. Intercourse is also known as sex. A few of the STIs, Herpes and HPV, can be spread through skin-to-skin contact. A variety of symptoms may occur with STIs, but it is important to realize that many cases of STIs are asymptomatic. Infections that are commonly asymptomatic include chlamydia and gonorrhea.

Symptoms of sexually transmitted infections include;

- a sore or bump or blister in the genital area
- a discharge from the penis or vagina
- itching or burning

Because so many STIs have no symptoms, anyone who is sexually active should talk to their healthcare provider about getting tested for sexually transmitted infections. Early detection is critical, especially if there is a chance of pregnancy.

The most certain means of preventing STIs is sexual abstinence. FDA-approved methods for prevention include:

- Condoms (both male and female/internal) are effective protection against STIs with consistent and correct use.
- Post-exposure Prophylaxis (PEP) - Taking medication within 72 hours after risky exposure
- Pre-exposure prophylaxis (PrEP) - Taking medicine regularly to prevent HIV infection if exposed to (future) risky sexual contact.

- For those who are sexually active, getting regular STI and HIV testing and committing to a monogamous relationship with an uninfected partner are steps to protect health.

Clarifying Objective:
7.ICHR.3.2
Summarize the FDA-approved methods for avoiding unwanted pregnancy.

Verb Defined:
To tell in or reduce to a summary : to make a summary

Student will know and be able to:

FDA Approved Methods

- Implant
  - small plastic rod inserted under the skin, which releases hormones
- Intrauterine device (IUD)
  - a device placed within the uterus
- Sterilization
  - surgical procedure that permanently stops the ability for a pregnancy to occur
- Injection
  - shot given every three months
- Oral contraceptives
  - hormone taken by mouth daily
- Vaginal Ring
  - releases hormones in the body
- Contraceptive patch
  - a patch worn on the arm that releases hormones
- Diaphragm
  - barrier method for women
- Contraceptive gel
  - non-hormonal gel for women, often used in combination with other barrier methods

- External Condom
    - barrier method for men

- Cervical Cap with Spermicide
    - barrier method for women

- Internal Condom
    - barrier method for women or men

Clarifying Objective:
7.ICHR.3.3
List ways that different forms of sexual assault and sexual abuse can physically, mentally, or emotionally harm a person.

Verb Defined:
Catalog / checklist / enumerate

Student will know and be able to:

Sexual assault and sexual abuse can have profound and lasting effects on individuals.

Physical Harm

1. Injuries:
    - Victims may suffer from bruises, cuts, or more severe injuries.
2. Sexually Transmitted Infections (STIs):
    - There is a risk of contracting STIs, including HIV.
3. Pregnancy:
    - Sexual assault can result in unintended pregnancies, which can add to the trauma.
4. Chronic Pain:
    - Some victims may experience ongoing pain related to the assault.
5. Physical Health Issues:
    - Stress and trauma can lead to conditions like headaches, gastrointestinal problems, and other health issues.

Mental Harm

1. Post-Traumatic Stress Disorder (PTSD):
    - Many victims develop PTSD, characterized by flashbacks, nightmares, and severe anxiety.
2. Depression:

- Feelings of hopelessness and despair can emerge, leading to depression.

3. Anxiety Disorders:
   - Victims may experience heightened anxiety and panic attacks.
4. Dissociation:
   - Some individuals may detach from reality as a coping mechanism.
5. Substance Abuse:
   - Victims may turn to drugs or alcohol to cope with their trauma.
6. Cognitive Impairments:
   - Some individuals may have reduced concentration or memory problems

Emotional Harm

1. Loss of Trust:
   - Victims often struggle to trust others, impacting relationships.
2. Feelings of Shame and Guilt:
   - Many victims blame themselves for the assault, leading to shame.
3. Low Self-Esteem:
   - Experiences of abuse can damage self-worth and confidence.
4. Isolation:
   - Victims may withdraw from social interactions due to fear or shame.
5. Emotional Numbness:
   - Some individuals may feel disconnected from their emotions as a protective response.

Long-Term Effects

1. Difficulty with Intimacy:
   - Survivors may find it challenging to engage in intimate relationships.
2. Impact on Parenting:
   - Experiences of trauma can affect parenting styles and relationships with children.
3. Career Challenges:
   - Mental health issues may lead to difficulties in maintaining employment or pursuing career goals.

The effects of sexual assault and abuse can vary widely among individuals, and many may experience a combination of these harms. Support from mental health professionals, support groups, and loved ones is crucial for recovery.

Clarifying Objective:
7.ICHR.3.4
Explain sex trafficking and the ways victims are groomed and recruited.

Verb Defined:
To make known : to make plain or understandable

Student will know and be able to:

Sex trafficking is a form of modern slavery where individuals are coerced or deceived into engaging in commercial sex acts against their will. It can involve both adults and minors. Traffickers often exploit vulnerable individuals, using a variety of methods to groom and recruit them.

Recruitment Methods

1. Manipulation and Deception:
    - Traffickers may pose as friends or romantic partners, building trust and then manipulating victims into compliance. They often promise love, stability, or financial support.
2. Exploitation of Vulnerability:
    - Victims often come from backgrounds of abuse, poverty, or instability. Traffickers may target these individuals, offering them a false sense of security or opportunities for a better life.
3. Online Predation:
    - Social media and online platforms are common recruiting grounds. Traffickers can easily reach potential victims, engaging with them in seemingly innocuous ways before escalating to manipulation or coercion.
4. Familial Trafficking:
    - In some cases, family members or acquaintances may exploit their own relatives, believing they are helping them or underestimating the dangers involved.

Grooming Techniques

1. Building Trust:
    - Traffickers often take time to earn the victim's trust through kindness, attention, and gifts. This process can create a dependency where the victim feels obligated to comply.
2. Isolation:
    - Victims may be isolated from their support networks, including friends and family, making them more reliant on the trafficker for emotional and financial support.
3. Desensitization:
    - Traffickers may gradually introduce victims to sexual acts or exploitative situations, normalizing the behavior over time to reduce resistance.

4. Threats and Intimidation:
    - Once a victim is groomed, traffickers may use threats—against the victim, their family, or their friends—to ensure compliance and silence.
5. Emotional Manipulation:
    - Traffickers often use guilt, fear, and emotional abuse to control victims, making them believe they have no other options.

Consequences

Victims of sex trafficking often face severe physical and psychological trauma, including PTSD, substance abuse, and chronic health issues. Recovery can be a long and challenging process, requiring comprehensive support from law enforcement, healthcare providers, and social services.

Clarifying Objective:
7.ICHR.3.5
Explain the importance of reporting actual or suspected sexual abuse of self or others to a parent, guardian, trusted adult, or local authority.

Verb Defined:
To make known : to make plain or understandable

Student will know and be able to:

Reporting actual or suspected sexual abuse is crucial for several reasons:

1. Protection of Victims:
    - Informing a parent, guardian, or trusted adult can help ensure the immediate safety of the victim and prevent further abuse. This is especially vital for children or vulnerable individuals who may not be able to protect themselves.
2. Support and Resources:
    - Trusted adults can provide emotional support and help the victim access necessary resources, such as counseling and legal assistance. They can guide the victim through the process of recovery.
3. Legal Obligation:
    - In many jurisdictions, certain professionals are legally required to report suspected abuse. Reporting ensures that the case is investigated, and that appropriate action is taken to protect the victim and others who may be at risk.
4. Breaking the Cycle of Abuse:
    - Reporting abuse can help disrupt patterns of violence and exploitation. It can lead to intervention and rehabilitation for the abuser and prevent future abuse in the community.
5. Validation of Experiences:
    - Speaking up can validate the experiences of victims, affirming that what happened to them is serious and should not

be tolerated. This acknowledgment is an important step in the healing process.

6. Awareness and Education:
    - Reporting can raise awareness about the prevalence of sexual abuse and encourage others to speak out, fostering a culture of accountability and support.

Clarifying Objective:
7.ICHR.3.6
Recognize abstinence is the only certain means of avoiding pregnancy, sexually transmitted infections and other associated health and emotional problems.

Verb Defined:
To acknowledge formally : to acknowledge or take notice of in some definite way

Student will know and be able to:

Abstinence is the only certain means to prevent pregnancy and sexually transmitted infections (STIs) as no sexual activity occurs. By choosing not to engage in sexual activity, other associated potential health and emotional problems can be avoided as well.

Nutrition and Physical Activity (NPA)

Essential Standard:
7.NPA.1
Apply resources to plan and employ balanced nutrition and physical activity plans.

Clarifying Objective:
7.NPA.1.1
Develop a balanced dietary plan.

Verb Defined:
To create or produce especially by deliberate effort over time - to expand by a process of growth

Student will know and be able to:

Resources for creating a balanced dietary plan:

1. Dietary Guidelines:

- MyPlate:

    - Visual representation of a balanced diet (fruits, vegetables, grains, protein, dairy)
    - Emphasizes portion sizes and variety within food groups
- USDA Dietary Guidelines for Americans
    - Science-based recommendations for healthy eating and physical activity
    - Developed for us by health professionals

2. Factors Influencing Dietary Choices:

- Cultural and social influences:
    - Family traditions, cultural foods, social norms around eating
- Personal preferences:
    - Taste, texture, enjoyment of food
- Health conditions:
    - Allergies, intolerances, dietary restrictions (e.g., vegetarianism, veganism)
- Availability and accessibility:
    - Access to fresh, healthy foods (food deserts)
- Economic factors:
    - Cost of healthy foods

3. Nutrients:

- Macronutrients:
    - Carbohydrates:
        - Primary energy source (simple vs. complex)
        - Importance of fiber (whole grains, fruits, vegetables)
    - Proteins:
        - Building blocks of the body (growth, repair)
        - Complete vs. incomplete proteins
    - Fats:
        - Essential for energy storage, hormone production, cell function
        - Unsaturated vs. saturated vs. trans fats
- Micronutrients:
    - Vitamins:
        - Essential for various bodily functions (e.g., vision, bone health, immune system)
        - Water-soluble vs. fat-soluble vitamins
    - Minerals:

        - Crucial for growth, development, and maintaining bodily functions (e.g., calcium, iron)
- Water:
    - Essential for all bodily functions (hydration, temperature regulation)
    -

It is not recommended to calculate caloric needs or focus on portion sizes. Instead, the focus of a dietary plan can be on taking time to plan and eat, including a variety of foods, and considering the factors that affect food choices. One suggestion is to focus on an area that requires a person to eat more rather than something they should eat less of.

Clarifying Objective:
7.NPA.1.2
Develop a balanced physical activity plan.

Verb Defined:
To create or produce especially by deliberate effort over time - to expand by a process of growth

Student will know and be able to:

1. Components of Fitness:

- Cardiovascular Endurance:
    - The ability of the heart and lungs to work efficiently during sustained physical activity.
    - Examples: Running, swimming, biking, dancing
- Muscular Strength:
    - The amount of force a muscle can exert.
    - Examples: Weightlifting, push-ups, pull-ups, rock climbing
- Muscular Endurance:
    - The ability of a muscle to contract repeatedly over time.
    - Examples: Planks, sit-ups, rowing
- Flexibility:
    - The range of motion of a joint.
    - Examples: yoga, stretching, Pilates
- Body Composition:
    - The proportion of lean body mass (muscle, bone) to body fat.

2. Principles of Training:

- Overload:

    - Gradually increasing the demands placed on the body (e.g., increasing duration, intensity, or frequency of exercise).
- Specificity:
    - Training specifically for the desired outcome (e.g., sprinter training for speed).
- Progression:
    - Gradually increasing the difficulty of the workouts.
- Rest and Recovery:
    - Allowing the body sufficient time to recover between workouts to prevent injury and improve performance.

3. Physical Activity Guidelines:

- Recommendations:
    - Aim for at least 60 minutes of moderate-to-vigorous physical activity most days of the week.
    - Consider activities that are currently done on a daily basis.
- Types of Activity:
    - Include a variety of activities to improve all components of fitness.

4. Setting Goals:

- SMART Goals:
    - Specific, Measurable, Achievable, Relevant, Time-bound (e.g., "I will run a 5k in 3 months.")
- Short-term and long-term goals:
    - Setting both short-term and long-term goals can help maintain motivation.

5. Creating a Plan:

- Choosing enjoyable activities.
    - This is key to long-term adherence to a fitness plan.
- Finding a workout buddy if possible:
    - Can help with motivation and accountability.
- Schedule workouts into the day:
    - Make exercise a regular routine.
- Listen to the body:
    - Rest when needed, and avoid pushing too hard, especially when starting.

6. Safety Considerations:

- Proper warm-up and cool-down:
    - Preparing the body for exercise and allowing it to recover gradually.

- Wearing appropriate clothing and footwear:
    - Protect from injury.
- Staying hydrated:
    - Drinking plenty of water before, during, and after exercise.
- Nutrition
    - eating adequately to fuel exercise and recover
- Know limits:
    - Stop if experiencing any pain or discomfort.

Clarifying Objective:
7.NPA.1.3
Identify the health benefits of consuming adequate amounts of water.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

Consuming adequate amounts of water offers a wide range of health benefits:

1. **Hydration:**
   Water is essential for maintaining proper hydration levels in the body. Dehydration can lead to fatigue, headaches, dizziness, and decreased cognitive function.

2. **Temperature Regulation:**
   Water helps regulate body temperature through sweating. When sweating, water evaporates from the skin, cooling the body.

3. **Waste Removal:**
   Water plays a crucial role in removing waste products from the body through urine and sweat.

4. **Joint Lubrication:**
   Water helps lubricate joints, reducing friction and improving flexibility.

5. **Improved Physical Performance:**
   Adequate hydration is essential for optimal physical performance. Dehydration can impair athletic performance by reducing blood volume and increasing heart rate.

6. **Skin Health:**
   Water helps keep the skin hydrated and plump, reducing the appearance of wrinkles and dryness.

7. **Digestion:**
   Water is essential for proper digestion and the absorption of nutrients from food.

8. **Cognitive Function:**
   Staying hydrated is crucial for maintaining cognitive function, including focus, memory, and alertness.

9. **Reduced Risk of Kidney Stones:**
   Adequate water intake helps prevent the formation of kidney stones by diluting urine and flushing out minerals that can contribute to stone formation.

Essential Standard:
7.NPA.2
Apply healthy nutrition and physical activity concepts to enhance quality of life.

Clarifying Objective:
7.NPA.2.1
Design goals for enhancing physical activity and strategies for achieving those goals.

Verb Defined:
To create, fashion, execute, or construct according to plan

Student will know and be able to:

1. Motivation:
   - Why more activity?
   - To feel stronger?
   - To play better in a sport?
   - To have more energy?
   - To improve mood?
   - To spend more time with friends?

2. Set SMART Goals

   - S - Specific:
     - Be precise in framing achievement.
       - Instead of "Get more exercise," try:
         - "Run a mile in under 10 minutes."
         - "Do 30 minutes of cardiovascular exercise 5 times a week."

        - "Learn to play a new instrument (like guitar)."
- M - Measurable:
    - How will progress be tracked?
        - Use a fitness tracker, a calendar, or a journal.
        - Count reps, time workouts, or measure distances.
- A - Achievable:
    - Set realistic goals that challenge but are within reach.
    - Start small and gradually increase the difficulty.
- R - Relevant:
    - Choose enjoyable activities.
    - Find something fun that promotes movement.
- T - Time-bound:
    - Set deadlines for goals.
        - For example, "I will be able to do 10 push-ups by the end of the month."

3. Create an Action Plan

- Schedule it In:
    - Put workouts on a calendar just like any other important appointment.
- Find a Buddy:
    - A workout partner can help with motivation and accountability.
    - Mutual encouragement makes it more fun.
- Make it a Habit:
    - Consistency is key!
    - Try to exercise at the same time each day to make it a routine.
- Mix It Up:
    - Include a variety of activities to keep things interesting.
    - Try different sports, dance classes, or outdoor activities.
- Listen to the Body:
    - Rest when needed. Don't push too hard, especially when starting.
- Reward Efforts:
    - Celebrate accomplishments along the way!

Example

- Goal: "I want to be able to run a mile without stopping in 3 months."
- Action Plan:
    - Start with a shorter distance (like half a mile) and gradually increase it.

- Use a running app to track progress.
- Run with a friend or join a running club.
- Reward effort, progress, and accomplishment of goal.

Clarifying Objective:
7.NPA.2.2
Implement a personal health plan that balances nutrition and physical activity.

Verb Defined:
To carry out: accomplish

Student will know and be able to:

Using the personal dietary and fitness plans created in NPA 1.1 and 1.2, identify dietary fitness goals that will promote the best investment in overall health.

Alcohol, Nicotine, Cannabis, and Other Drugs (ANCOD)

Essential Standard:
7.ANCOD.1
Analyze the health risks associated with alcohol, nicotine, cannabis, drugs, and other mind-altering substances.

Clarifying Objective:
7.ANCOD.1.1
Explain the link between addiction to alcohol, nicotine, cannabis, drugs, and other mind-altering substances to chronic disease and other risky behaviors.

Verb Defined:
To make known : to make plain or understandable

Student will know and be able to:

Addiction to alcohol, nicotine, cannabis, drugs, and other mind-altering substances has a significant and complex link to chronic diseases and other risky behaviors.

Chronic Diseases:

- Liver Disease:
  - Alcohol is a major contributor to liver damage, including cirrhosis and fatty liver disease.

- Heart Disease:

- Excessive alcohol consumption increases the risk of heart attacks, strokes, and high blood pressure.

- Cancer:
  - Alcohol is linked to cancers of the mouth, throat, liver, breast, and colon. Smoking significantly increases the risk of lung, throat, bladder, and other cancers.

- Respiratory Problems:
  - Smoking damages the lungs, leading to chronic obstructive pulmonary disease (COPD), emphysema, and chronic bronchitis.

Mental Health Issues:
- Addiction can worsen existing mental health conditions like depression and anxiety and can also trigger the development of new ones.

Risky Behaviors:
- Impaired Judgment:
  - Substance use impairs judgment and decision-making, increasing the likelihood of engaging in risky behaviors.

- Accidents:
  - Alcohol and drug use significantly increases the risk of car accidents, injuries, and even fatalities.

- Unprotected Sex:
  - Substance use can lead to risky sexual behavior, increasing the risk of sexually transmitted infections (STIs) and unintended pregnancies.

- Violence:
  - Substance use is often associated with increased aggression and violence, both within relationships and in the community.

- Financial Problems:
  - Addiction can lead to job loss, financial instability, and legal fees, impacting overall well-being.
- Legal Problems:
  - The legal age to purchase or use alcohol or nicotine is 21 years old. Cannabis and other illegal drug use can result in criminal charges that may become barriers later in life. (scholarships, job opportunities, etc.)

Clarifying Objective:
7.ANCOD.1.2
Explain health risks resulting from injection drug use.

Verb Defined:
To make known : to make plain or understandable

Student will know and be able to:

Injecting drugs not prescribed by a doctor is illegal worldwide. The effects are immediate and intense, which can lead to addiction with a high chance of overdose. Injections with unsterile needles and drug paraphernalia place a person at risk of acquiring:

- HIV
    - Approximately 7% of all new HIV infections are the result of injection drug use.
- Viral hepatitis
- Other blood-borne pathogens
- Scarring
- Collapsed peripheral veins

Clarifying Objective:
7.ANCOD.1.3
Discuss consequences of over the counter and prescription medicine misuse.

Verb Defined:
To talk about

Student will know and be able to:

Over-the-counter (OTC) medicines are chemical compounds that can be bought in drugstores, grocery stores, and pharmacies without a physician's prescription. Prescription medicine may only be obtained through a prescription obtained from a medical professional. Most of these medicines are generally safe if taken as directed. Read labels carefully to be sure the dosage is correct. Misuse occurs when medicine is used in any manner other than directed, or by any person that the medicine is not prescribed.
Misuse consequences:

- possible addiction
- overdose / death
- memory loss
- kidney failure
- heart problems
- dehydration

Clarifying Objective:
7.ANCOD.1.4
Explain how drug dependence and addiction create barriers to achieving personal goals.

Verb Defined:

To make known : to make plain or understandable

Student will know and be able to:

Drug dependence and addiction can interfere with one's:

- health
- relationships
- financial well-being
- ability to reach his/her full potential

- Drug dependence and addiction can lead to accidents that may limit one's physical abilities.
- Financial consequences associated with funding one's drug use and any legal consequences as a result of drug use or addiction can significantly impact obtaining one's goals of acquiring any type of financial security and independence.
- Drug dependence and addiction may damage any goals one might have for family, friends, and relationships with significant others.

Essential Standard:
7.ANCOD.2.1
Develop strategies to avoid nicotine products, alcohol, cannabis, and other drugs.

Clarifying Objective:
7.ANCOD.2.1
Develop strategies to avoid nicotine products, alcohol, cannabis, and other drugs.

Verb Defined:
To create or produce especially by deliberate effort over time - to expand by a process of growth

Student will know and be able to:

Nicotine products, alcohol, cannabis, and other drugs are dangerous to the overall health of all people, especially in developing bodies. To avoid the risk of consuming these substances, strategies can be developed. Key concepts needed for strategy building:

1. Education and Awareness:

- **Learn the Risks:**
  - Understand the potential health consequences of substance use, including addiction, chronic diseases, and other negative impacts.

- **Identify Triggers:**
  - Recognize situations, emotions, or people that may cause temptation to use substances.

- **Develop Refusal Skills:**
    - Learn how to politely and confidently decline offers of substances.

2. Healthy Lifestyle Choices:

- **Engage in Regular Physical Activity:**
    - Exercise releases endorphins, which have mood-boosting effects.

- **Prioritize Healthy Eating:**
    - A balanced diet provides nutrients the body needs to function optimally.

- **Get Enough Sleep:**
    - Sufficient sleep is crucial for physical and mental well-being.

- **Manage Stress:**
    - Practice stress-reducing techniques such as yoga, meditation, or deep breathing exercises.

3. Build a Strong Support System:

- **Surround Yourself with Positive Influences:**
    - Spend time with people who support the decision to avoid substances.

- **Seek Support from Trusted Individuals:**
    - Talk to friends, family members, mentors, or counselors about goals.

- **Consider Joining Support Groups:**
    - Connect with others who share similar goals and experiences.
    -

4. Avoid High-Risk Situations:

- **Limit Exposure to Temptations:**
    - Avoid places where substance use is common.

- **Plan Ahead:**
    - Create a plan prior to situations where substances may be present.

- **Find Healthy Alternatives:**
    - Seek out activities that provide enjoyment and relaxation without the use of substances.

5. Seek Professional Help:

- **Therapy:**
    - A therapist can assist in developing coping mechanisms, addressing underlying issues, and maintaining goals.

- **Addiction Treatment Programs:**
    - Effective treatment programs are available.

Clarifying Objective:
7.ANCOD.2.2
Discuss methods of avoiding peer pressure and social media pressures regarding nicotine products.

Verb Defined:
To talk about

Student will know and be able to:

Peer and Social Media pressure are leading reasons that teens say they first tried nicotine. Avoiding these pressures, while vital, can be a challenge. Teens should look at different scenarios and identify how they could respond in each. They should also be asked to identify media messages (social media, print ads, and electronic messages) to discuss how the messages target teens and how a teen should respond.

Strategies to resist these pressures:

1. Understand the risks when using nicotine
2. Build self-confidence and assertiveness to resist
3. Surround yourself with supportive people
4. Understand the impact social media has on behavior and choices
5. Develop personal boundaries
6. Ask a trusted adult for assistance
7. Practice stress management without the use of nicotine

Eighth Grade

Mental and Emotional Health (MEH)
Essential Standard: 8.MEH.1 Evaluate how structured thinking benefits emotional well-being.
Clarifying Objective: 8.MEH.1.1 Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.
Verb Defined: To determine the significance, worth, or condition of usually by - careful appraisal and study
Student will know and be able to: When people experience difficult and stressful situations, they have different ways of coping. One way of dealing with these situations is the use of defense mechanisms. Defense mechanisms can be healthy or unhealthy, depending on the circumstances and how much a person uses them. Examples of defense mechanisms - Denial; refusing to accept the truth or reality - Repression; distressing thoughts, memories, or impulses that may give rise to anxiety are excluded from consciousness and left to operate in the unconscious - Projection; the attribution of one's own ideas, feelings, or attitudes to other people or to objects - Displacement; redirection of an emotion or impulse from its original object - Regression; reversion to an earlier behavioral level - Sublimation; redirecting unacceptable feelings or actions into acceptable activities - Rationalization; a way of describing or explaining something, such as bad behavior, that makes it seem proper The use of defense mechanisms is normal and can contribute to emotional health by providing relief from anxiety and helping one cope with problems. They become problematic when the use of the defense mechanism is prolonged or if used in inappropriate situations. If a person depends too much on defense mechanisms, they may begin to avoid facing the problems of daily life as well as avoid taking responsibility for their actions. For example: ● A person is in denial about the breakup of a relationship, and they may act as if they are still in the relationship. A person may not recognize the overuse of defense mechanisms because they usually occur on an unconscious level. People who overuse defense mechanisms may not grow or mature emotionally and may not learn to accept and express their actual

feelings.

Clarifying Objective:
8.MEH.1.2
Explain how personal responsibility for one's choices is linked to self-worth and growth.

Verb Defined:
To make known -to make plain or understandable

Student will know and be able to:

Personal responsibility for one's choices is deeply intertwined with self-worth and growth. Here's how:

- Increased Self-Awareness:
  - When taking responsibility for actions, a person becomes more aware of their consequences. This self-reflection leads to a deeper understanding of values, motivations, and the impact of choices.
- Enhanced Self-Confidence:
  - Taking ownership of decisions, both successes and failures, builds self-confidence. Learn from mistakes, adapt, and develop a sense of agency – believe you have control over your own life.
- Improved Relationships:
  - Accepting responsibility for actions fosters healthier relationships. It allows for genuine apologies, strengthens trust, and demonstrates respect for others.
- Increased Motivation:
  - When observing a direct link between efforts and outcomes, more motivation occurs to strive for improvement. This sense of control and ownership fuels personal growth and achievement.
- Reduced Stress and Anxiety:
  - Blaming external factors for problems can lead to feelings of helplessness and anxiety. Taking responsibility empowers a person to find solutions and take control of circumstances, reducing stress and improving overall well-being.

Personal responsibility is a cornerstone of personal growth.

Essential Standard:
8.MEH.2
Design a personal plan for both
preventing and managing stress and anxiety.

Clarifying Objective:
8.MEH.2.1
Compare and contrast positive and negative stress management techniques.

Verb Defined:
To examine the character or qualities of especially in order to discover resemblances or differences
Compare or appraise in respect to differences

Student will know and be able to:

Positive Stress Management Techniques

- **Focus on the Solution:**
  - Problem-solving:
    - Identify the root of the stress and brainstorm solutions.
  - Time management:
    - Prioritize tasks, break down large projects, and learn to say "no" to avoid overcommitting.
  - Communication Skills:
    - Clearly communicating decisions/choices with friends and family in an effective manner.
  - Study and Test-Taking Skills:
    - Learning strategies to study effectively

- **Relaxation Techniques:**
  - Breathing exercises:
    - Slow, deep breaths can calm the nervous system.
  - Mindfulness meditation:
    - Focus on the present moment without judgment.
  - Nature Bathing:
    - Spending time in nature without distractions
  - Progressive muscle relaxation:
    - Tense and release different muscle groups to reduce tension.
  - Exercise:
    - Engaging in sports or activities that
  - Yoga and Tai Chi:

        - Combine physical movement with deep breathing and mindfulness.

- **Healthy Lifestyle Habits:**
    - Regular exercise:
        - Physical activity releases endorphins, which have mood-boosting effects.
    - Balanced diet:
        - Nourishing the body with whole foods provides the energy and nutrients needed to cope with stress.
    - Sufficient sleep:
        - Adequate sleep is crucial for physical and mental well-being.
    - Limit use of technology/cell phone:
        - Limit time spent on social media, gaming, and staring at screens.

- **Social Support:**
    - Connect with loved ones:
        - Spend time with friends and family, share feelings, and seek support.
    - Join a support group:
        - Connect with others who understand your experiences.
    - Volunteer:
        - Help others

Negative Stress Management Techniques

- **Substance Abuse:**
    - Alcohol and drugs:
        - While they may provide temporary relief, they often worsen stress in the long run and have serious health consequences.
- **Avoidance:**
    - Procrastination:
        - Putting off tasks only increases anxiety and stress.
    - Withdrawal:
        - Isolating oneself from others can exacerbate stress and feelings of loneliness.
    - Lying:
        - Telling lies to avoid reality

- **Unhealthy Coping Mechanisms:**
    - Overeating or undereating:
        - Can lead to unhealthy weight gain or loss and other health problems.
    - Excessive caffeine or sugar consumption:
        - Can disrupt sleep and increase anxiety.

- Excessive shopping

Key Differences

- Positive techniques:
  - Promote long-term well-being, improve resilience, and enhance overall health.
- Negative techniques:
  - Provide temporary relief but often have detrimental effects on physical and mental health.

Important Note:

- It's crucial to identify and address the underlying causes of stress to effectively manage it.
- If struggling to manage stress, consider seeking professional help from a therapist or counselor.

Clarifying Objective:
8.MEH.2.2
Design a plan to minimize stressors or manage the effects of stress.

Verb Defined:
To create, fashion, execute, or construct according to plan

Student will know and be able to:

Stress occurs in everyone's life. To better deal with these stresses, a plan may be created to lessen the effects and offer opportunities to manage them. A sound plan will include:

1. Identify and Address Stressors

- Stressors:
  - Identify main stressors:
    - Work, school, relationships, finances, health concerns, etc.
  - Stressors are unique:
    - What stresses one person may not stress another.
  - Stressors can change:
    - Life events, new jobs, or relationship changes can bring new stressors.

- Addressable Stressors:
  - Can the situation be changed?
    - If yes, take action.

        - Example: If work deadlines are overwhelming, adjust the workload.
    - Can the perspective be changed?
        - Reframe negative thoughts.
        - Example: Instead of "I can't do this," try "I can break this down into smaller, more manageable steps."

2. Engage in Healthy Lifestyle Habits

- Regular Exercise:
    - Aim for at least 30 minutes of moderate-intensity exercise most days of the week.
    - Exercise releases endorphins, which have mood-boosting effects.

- Balanced Diet:
    - Eat a variety of fruits, vegetables, whole grains, protein, and fats.
    - Avoid excessive caffeine and processed foods.

- Quality Sleep:
    - Aim for 7-9 hours of quality sleep per night.
    - Establish a regular sleep schedule and create a relaxing bedtime routine.

- Time management:
    - Using a calendar
        - to manage obligations with realistic estimates of time necessary to complete the task.
        - to manage “wants” by writing in time for desired activities.

3. Relaxation Techniques

- Deep Breathing

- Muscle Relaxation

- Taking breaks

- Take part in enjoyable activities

4. Social Support

- Connect with Loved Ones:
    - Spend time with friends and family, share feelings, and seek support.

- Join a Support Group:

- Connect with others.

- Seek Professional Help:
  - If struggling to manage stress, consider seeking professional help from a therapist or counselor.

5. Mindfulness and Acceptance

- Accept What Cannot Be Changed:
  - Not all stressors can be eliminated.
  - Focus on accepting and adapting to situations that cannot be controlled.

- Practice Mindfulness Throughout the Day:
  - Pay attention to thoughts and feelings without judgment.
  - When feeling stressed, take a few moments to practice relaxation techniques.

Essential Standard:
8.MEH.3
Apply help-seeking strategies for mental health challenges.

Clarifying Objective:
8.MEH.3.1
Identify signs of behaviors that contribute to harm to self or others.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

There are often signs that can be recognized by friends, family, or school staff who have been trained to be alert.

Emotional signs
- feelings of worthlessness
- fear
- hopelessness
- deep sadness
- or loss of control

Behavioral changes
- inability to sleep

- lack of appetite
- verbal threats
- belief that situations are overwhelming.
- self-harm (cutting or other similar behaviors)
- participation in risky behavior (alcohol and/or drug use, risky sexual behavior)
- suicidal ideation

Verbal threats and cues might be expressed as imagining what it would be like to be dead, wondering if they would be missed, or asking others to take prized possessions. If a person has made previous attempts, then their threats are probably more serious. Sometimes, the person will act out as a cry for help. For example, shoplifting, taking a dare, distracting behavior in class, other times, the person may be withdrawn and seem not to care about anything.

Clarifying Objective:
8.MEH.3.2
Create a plan for seeking adult help for yourself or peers who exhibit signs of self-harm or suicidal intent.

Verb Defined:
To produce through imaginative skill - to make or bring into existence something new

Student will know and be able to:

Self-harm refers to intentional injuries inflicted on oneself, often as a way to cope with emotional distress. Common methods include cutting, burning, or hitting oneself. Suicidal intent involves thoughts, plans, or actions related to ending one's own life. It is crucial to recognize that both self-harm and suicidal behaviors are serious issues that require immediate attention. Information and actionable steps can be used to create a plan for seeking adult help when faced with self-harm or suicidal intent among themselves or their peers.

Recognizing the Signs and Symptoms

Signs and Symptoms:

- Recognizing the signs of self-harm and suicidal intent is essential. These may include:
  - Changes in behavior (withdrawal from friends and activities)
  - Emotional changes (increased sadness, irritability, or anxiety)
  - Physical signs (unexplained injuries, wearing long sleeves in warm weather)
  - Verbal cues (talking about feeling hopeless or expressing a desire to die)

The Importance of Seeking Help

1. Why Seek Help?:
   - It is vital to understand that self-harm and suicidal thoughts are often symptoms of deeper emotional pain or mental

health issues. Seeking help can provide individuals with the support they need to address these feelings.
    - Adults such as parents, teachers, school counselors, and mental health professionals have the training and resources to help those in crisis.

2. Breaking the Stigma:
    - Many young people may feel ashamed or afraid to talk about their feelings or those of their peers. Educating about mental health can help reduce stigma and encourage open conversations.

Creating a Plan for Seeking Help

1. Identify Trusted Adults:
    - Think about adults in their lives whom they trust—this could be a parent, teacher, school counselor, or family member.
    - Discuss the qualities that make someone trustworthy: being supportive, understanding, and non-judgmental.

2. How to Approach an Adult:
    - Initiate a conversation about concerns. This might involve:
        - Finding a private moment where they can speak without interruptions.
        - Using "I" statements (e.g., "I'm worried about my friend because…").
        - Being honest about their feelings and observations.

3. Using Resources:
    - Provide information on local mental health resources such as hotlines (e.g., National Suicide Prevention Lifeline at 1-800-273-TALK) where they can seek immediate help.
    - Encourage them to familiarize themselves with school counseling services available for experiencing distress.

4. Emergency Situations:
    - Recognize when a situation is urgent—if someone is in immediate danger of harming themselves or others.
    - In such cases, it is crucial to call emergency services (911) immediately or take the person directly to an emergency room.

5. Follow-Up Support:
    - After seeking help, it's important to check in with their peers who may be struggling. This reinforces support networks and shows care.

6. Encouraging Open Dialogue:
    - Promote ongoing discussions about mental health within peer groups so that seeking help becomes normalized rather than stigmatized.

Personal and Consumer Health (PCH)

Essential Standard:
8.PCH.1
Understand wellness, disease prevention, and recognition of symptoms.

Clarifying Objective:
8.PCH.1.1
Examine risk factors and social determinants of health that impact health outcomes throughout the lifespan.

Verb Defined:
To inspect closely - to inquire into carefully

Student will know and be able to:

Social Determinants of Health are conditions in the environments where people are born, live, learn, work, play, and age. These conditions affect a wide range of health outcomes.

- Economic Stability
- Education
- Social and Community Context
- Health Care Access and Quality
- Neighborhood and Built Environment
- Social and Physical Environment
- Adverse Childhood Experiences (ACEs) and other traumas

These determinants can contribute to long-range health risks, including:

- Physical inactivity
- Smoking
- Excessive alcohol consumption
- Chronic stress
- Obesity
- Genetic
- Environmental exposures

- Lack of sleep
- Chronic medical conditions

Clarifying Objective:
8.PCH.1.2
Explain behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common conditions.

Verb Defined:
To make known - to make plain or understandable

Student will know and be able to:

There are known behavioral and environmental factors associated with childhood diseases, such as asthma, allergies, diabetes, and epilepsy. These diseases are chronic, which means they are persistent, long-lasting, and cannot be resolved in a short period of time. Some examples of environmental factors that contribute to these diseases are smog, mold, pollen from trees and flowers, the change of seasons, living in a big city, exposure to second-hand smoke, and exposure to certain chemicals.

Some of the behavioral factors include smoking, too much exercise, poor nutrition, physical inactivity, not wearing a seatbelt, and drug use. Knowing the risk factors that contribute to these chronic diseases can enable a person to make choices that will help to reduce these risk factors in their lives.

Some examples of ways to reduce these risk factors include avoiding second-hand smoke, choosing not to smoke, eating a nutritious diet and getting regular physical activity, avoiding those things that could trigger an allergic reaction, and avoiding smog, mold, and dust when possible.

Clarifying Objective:
8.PCH.1.3
Determine individual risk for preventable diseases based on personal health data and family history.

Verb Defined:
To find out or come to a decision about by investigation, reasoning, or calculation

Student will know and be able to:

To determine individual risk for preventable diseases based on personal health data and family history, a foundation of background information that is accessible and age-appropriate is needed. This includes:

1. Understanding Preventable Diseases

- Definition:
    - Diseases that can be avoided or managed through lifestyle choices, early detection, or vaccination.
- Examples:
    - Type 2 diabetes, heart disease, some cancers, and certain infections.
- Role of lifestyle:
    - How factors like diet, exercise, sleep, and stress management influence disease risk.

2. Basics of Genetics and Family History

- What is family history:
    - Patterns of disease or health conditions seen in close relatives (e.g., parents, siblings, grandparents).
- Genetic predisposition:
    - The inherited likelihood of developing certain conditions (e.g., high blood pressure, diabetes).
- How environment interacts with genetics:
    - Lifestyle and environment can increase or decrease the risk of genetic predispositions.

3. Key Health Metrics

- Common health indicators:
    - blood pressure, cholesterol levels, and blood sugar levels.
- How these metrics relate to disease risk:
    - For instance, high blood pressure is a risk factor for heart disease.

4. Risk Factors

- Controllable risk factors:
    - Poor diet, lack of physical activity, smoking, and alcohol consumption.
- Uncontrollable risk factors:
    - Age, sex, and genetic predisposition.
- Importance of early detection:
    - Screening tests and regular check-ups.

5. Analyzing Health Data

- Identifying patterns in family health history:
    - Noting conditions like heart disease, diabetes, or cancer in multiple family members.
- Recognizing personal health trends:

- Tracking weight (it's important to note that most 8th graders are gaining weight as they grow and develop), physical activity, and dietary habits.
- Tracking overall health with a yearly physical.

6. Preventive Strategies

- Healthy eating:
  - Importance of balanced nutrition and avoiding excessive processed foods or sugary drinks.
- Regular exercise:
  - Benefits of staying active for at least 60 minutes daily.
- Vaccination:
  - Protecting against preventable diseases like the flu or HPV.
- Avoiding harmful substances:
  - Risks of tobacco, drugs, and alcohol.

7. Critical Thinking and Research Skills

- Evaluating credible health information sources:
  - Knowing where to find accurate and trustworthy health advice (e.g., CDC, WHO).
- Understanding how to ask relevant questions to healthcare providers.

Clarifying Objective:
8.PCH.1.4
Identify specific ways the environment impacts personal and community health.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

The environment impacts personal and community health in multiple ways:

1. Types of Environmental Factors:

- **Air Quality:**
  - Pollutants:
    - Smoke, smog, chemicals from factories, vehicle exhaust.
  - Impacts:

        - Respiratory problems (asthma, bronchitis), lung cancer, heart disease.

- **Water Quality:**
    - Contaminants:
        - Bacteria, viruses, chemicals, heavy metals.
    - Impacts:
        - Waterborne diseases, digestive issues, skin problems.

- **Food Safety:**
    - Contamination:
        - Bacteria, pesticides, harmful chemicals.
    - Impacts:
        - Foodborne illnesses, long-term health problems.

- **Climate Change:**
    - **Extreme weather:**
        - Heatwaves, floods, wildfires.
    - **Impacts:**
        - Heat-related illnesses, injuries, mental health impacts, displacement.

- **Hazardous Waste:**
    - **Exposure:**
        - Improper disposal of chemicals and industrial waste.
    - **Impacts:**
        - Cancer, birth defects, developmental problems.

3. Personal and Community Impact:

- **Individual Health:**
    - Respiratory problems, allergies, skin irritations, increased risk of certain diseases.
- **Community Health:**
    - Outbreaks of disease, increased healthcare costs, decreased quality of life.

Essential Standard:
8.PCH.2
Apply health literacy skills when examining health claims and products.

Clarifying Objective:
8.PCH.2.1
Create a PSA about a health topic using evidence-based information.

Verb Defined:
To produce through imaginative skill -to make or bring into existence something new

Student will know and be able to:

Creating a PSA about a health topic requires careful research and consideration.

1. **Choosing a Health Topic:**
    - Relevance:
        - Select a topic that is relevant to their age group and community.
    - Impact:
        - Choose a topic with a significant impact on health and well-being.
    - Interest:
        - Choose a topic that they are genuinely interested in learning more about.
2. **Finding Reliable Sources:**
    - Credible Organizations:
        - Government health agencies (e.g., Centers for Disease Control and Prevention (CDC), World Health Organization (WHO))
        - Reputable medical institutions (e.g., Mayo Clinic, National Institutes of Health (NIH))
        - Academic journals (with guidance from a teacher or librarian)
    - Evaluating Sources:
        - Check for author credentials and affiliations.
        - Look for evidence to support claims (e.g., statistics, research studies).
        - Be wary of biased or misleading information (e.g., websites with strong opinions but limited evidence).
3. **Understanding Evidence-Based Information:**
    - Key Concepts:
        - Statistics:

1. Learn to interpret data and understand its limitations.
    - Research Studies:
        1. Understand the basics of research design and how to evaluate the strength of evidence.
    - Causation vs. Correlation:
        1. Distinguish between cause-and-effect relationships and mere associations.
- Presenting Evidence:
    - Use clear and concise language to explain complex information.
    - Use visuals (charts, graphs) to effectively communicate data.

4. **Crafting a Compelling Message:**

    - **Target Audience:**
        - Consider the specific needs and interests of their target audience (e.g., other 8th graders).
    - **Clear and Concise Message:**
        - Develop a central message that is easy to understand and remember.
    - **Call to Action:**
        - Encourage viewers to take specific steps to improve their health (e.g., get vaccinated, eat healthy, exercise regularly).

5. **Creating an Engaging PSA:**

    - **Visual Appeal:**
        - Use strong visuals (images, videos) to capture attention and convey the message effectively.
    - **Storytelling:**
        - Use storytelling techniques to make the message more relatable and engaging.
    - **Music and Sound Effects:**
        - Use music and sound effects to enhance the mood and impact of the PSA.

Clarifying Objective:
8.PCH.2.2
Demonstrate how to influence and support others to make positive health choices.

Verb Defined:
To show clearly

Student will know and be able to:

To influence and support others in making positive health choices:

1. Understanding Health Choices

- Definition of Positive Health Choices:
  - Discuss examples, such as eating nutritious food, exercising regularly, managing stress, avoiding harmful substances, and maintaining good hygiene.
- Consequences of Choices:
  - Explain how positive choices lead to benefits (e.g., better physical and mental health) and negative choices can result in consequences (e.g., illness or injury).

2. Use Communication Skills

- Active Listening:
  - Teach them how to listen to others without interrupting and show empathy.
- Assertive Communication:
  - Help them learn how to express their thoughts and feelings respectfully.
- Persuasion Techniques:
  - Provide examples of how to use facts, positive reinforcement, and peer modeling to influence others.

3. Engage with Empathy and Emotional Intelligence

- Understanding Others' Perspectives:
  - Highlight the importance of considering other people's feelings, circumstances, and challenges when influencing them.
- Building Trust:
  - Explain how being supportive and non-judgmental helps build trust, which is essential for positive influence.

4. Examples of Influence

- Review Steps in Decision-Making:
  - Identify a problem, consider options, weigh pros and cons, choose a solution, and reflect on the outcome.
- Analyze Peer Pressure:
  - Discuss how to recognize and resist negative peer pressure while encouraging positive influence.
- Real-Life Scenarios:
  - Provide relatable situations where they might help a friend make better health choices (e.g., encouraging a peer to join a sports team or avoid smoking).
- Activities and Role-Playing:
  - Use role-playing exercises to practice influencing peers in a safe and supportive environment.

5. Cultural and Social Sensitivity

- Respecting Diversity:
    - Teach that health choices may vary based on cultural, religious, or personal values and how to support others respectfully.

Essential Standard:
8.PCH.3
Analyze necessary steps to prevent and respond to unintentional injury.

Clarifying Objective:
8.PCH.3.1
Execute abdominal thrusts on a mannequin.

Verb Defined:
To carry (something) out fully - to put (something) completely into effect

Student will know and be able to:

Abdominal thrusts are used to aid a person who is choking and conscious. The steps below should not be practiced on a person.
Steps:

- Ask the person, Are you choking, can you speak?
- If the person can speak or coughs forcefully, DO NOT perform abdominal thrusts.
- Stand behind the person who is choking.
- Place the arms around their waist.
- Clench one hand into a fist, thumb side in, and place it just above the belly button.
- Grab the fist with the other hand.
- Make quick, upward, and inward thrusts with the fist
- Continue the thrusts until the object is removed, the person is unconscious, or medical help arrives

Even if the obstruction is removed, the victim should see a physician as soon as possible as the airway may be damaged or the thrusts may have caused injury.

Clarifying Objective:
8.PCH.3.2
Demonstrate CPR compressions and procedures on a mannequin.

Verb Defined:
To show clearly

Student will know and be able to:

Steps in performing hands only CPR

- Secure the scene.
- Tap the person to see if they are okay
- If no response, locate nearest phone, call 911
- Provide EMS with a current address.
- Provide a phone number for EMS to contact.
- Look, listen, and feel for any signs of breathing.
- Position victim for compressions on a flat, dry surface.
- Knees shoulder width apart near the victim
- Place the heel of one hand on the center of the chest, lacing the fingers of the second hand on top.
- Lock the elbows, shoulders directly over the chest
- Using the heel of the hand, compressions are performed at a depth of two inches and at a rate of 100 per minute.
- Continue compressions until the victim begins breathing again or emergency personnel arrive.

When possible and if available, an AED should be used to treat the victim.

Interpersonal Communication and Healthy Relationships (ICHR)

Essential Standard:
8.ICHR.1
Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Clarifying Objective:
8.ICHR.1.1
Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.

Verb Defined:
Compare or appraise in respect to differences

Student will know and be able to:

Respecting individuality, embracing differences, and allowing each person to "be themselves" are aspects of a healthy relationship. Healthy relationships are also characterized by:

- loyalty
- honesty
- trust
- mutual respect

- empathy.

These components should be a part of friendships and dating relationships. The strongest and most successful relationships have this kind of true friendship at the base.

When a person feels pressured to change to meet the other person's standards, is afraid to disagree, and has his or her ideas criticized, they may be in an unhealthy relationship. Unhealthy relationships are characterized by:

- lack of trust
- poor communication
- disrespect
- jealousy
- control
- physical or emotional abuse

Clarifying Objective:
8.ICHR.1.2
Create strategies to communicate personal boundaries and show respect for the boundaries of others.

Verb Defined:
To produce through imaginative skill - to make or bring into existence something new

Student will know and be able to:

1. What are Boundaries?

- Definition:
  - Boundaries are limits or rules that protect physical, emotional, and mental well-being.
- Types of Boundaries:
  - Physical:
    - Personal space, physical touch, self-defense.
  - Emotional:
    - Sharing feelings, expressing opinions, dealing with criticism.
  - Intellectual:
    - Beliefs, values, opinions.
  - Material:
    - Possessions, money, time.
  - Sexual:
    - Consent, appropriate relationships.

2. Why are Boundaries Important?

- Healthy Relationships:
  - Boundaries help build and maintain healthy relationships by fostering respect, trust, and clear communication.
- Self-Respect:
  - Setting and enforcing boundaries demonstrates self-respect and a commitment to well-being.
- Reduced Stress:
  - Clear boundaries can reduce stress and anxiety by minimizing conflict and confusion.
- Empowerment:
  - Setting boundaries empowers a person to take control of their life and make choices that align with their values.

3. Communicating Boundaries:

- "I" Statements:
  - "I feel uncomfortable when..."
  - "I need some space right now."
  - "I would prefer it if..."
- Clear and Direct:
  - Be assertive but respectful.
  - Avoid blaming or accusing others.
  - Receiving or denying consent
- Body Language:
  - Use non-verbal cues to communicate boundaries (e.g., making eye contact, standing tall).

4. Respecting Others' Boundaries:

- Active Listening:
  - Pay attention to what others say and how they express themselves.
- Empathy:
  - Try to understand and respect others' feelings and perspectives.
- Observe Non-Verbal Cues:
  - Pay attention to body language that may indicate discomfort or a desire for space.
- Apologize and Make Amends:
  - If someone's boundary is crossed, apologize sincerely and take steps to make it right.

Clarifying Objective:
8.ICHR.1.3
Identify potential consequences of unhealthy relationships and intolerance which can lead to dating violence, discrimination, and

hate crimes.

Verb Defined:
To produce through imaginative skill - to make or bring into existence something new

Student will know and be able to:

Understanding Unhealthy Relationships

1. Lack of Respect:
    - Partners do not value each other's feelings or opinions.
2. Control Issues:
    - One partner tries to control the other's actions, decisions, or social interactions.
3. Poor Communication:
    - There is a breakdown in communication where partners do not express their feelings or listen to each other.
4. Emotional Abuse:
    - This includes manipulation, intimidation, and verbal abuse that can harm a person's self-esteem.

Recognizing these signs is crucial because they can lead to more severe outcomes, such as dating violence.

The consequences of unhealthy relationships can manifest in various forms:

1. Dating Violence:
    - This includes physical, emotional, or sexual abuse between partners. It can lead to serious physical injuries and long-term psychological effects such as anxiety and depression.
2. Mental Health Issues:
    - Victims of unhealthy relationships may experience mental health challenges, including low self-esteem, depression, and anxiety disorders.
3. Social Isolation:
    - Individuals may become isolated from friends and family due to controlling behaviors from their partner.

Understanding Intolerance

Intolerance refers to the unwillingness to accept views, beliefs, or behaviors that differ from one's own. It can lead to discrimination and hate crimes when individuals act on their prejudices.

Every person, regardless of their differences, holds inherent value and dignity. Each individual has the capacity to contribute to society with diverse perspectives, talents, and experiences. Recognizing this inherent value fosters empathy, respect, and understanding. Embracing differences—not just tolerating them—helps create communities where everyone can thrive and make

meaningful contributions.

Intolerance includes:

1. Discrimination:
    - This involves treating someone unfairly based on their identity or beliefs. It can occur in various settings, such as schools and workplaces.
2. Hate Crimes:
    - These are criminal acts motivated by bias against a particular group. Hate crimes can include vandalism, assault, or even murder.

The Consequences of Intolerance are:

1. Increased Violence:
    - Intolerance often leads to violent acts against marginalized groups, which can escalate into hate crimes.
2. Community Division:
    - Discrimination fosters division within communities, leading to social unrest and conflict.
3. Psychological Impact on Victims:
    - Victims of discrimination and hate crimes often suffer from trauma that affects their mental health and sense of safety.

Preventive Measures

1. Promoting Respectful Communication:
    - Communicating effectively and respectfully with peers helps build healthier relationships.
2. Encouraging Empathy:
    - Understanding different perspectives fosters empathy, which reduces intolerance.
3. Providing Resources for Help:
    - Resources are available for those experiencing unhealthy relationships or discrimination (talking to a parent/guardian, school counselor or another trusted adult, contacting 988 or other local mental health resources.

Clarifying Objective:
8.ICHR.1.4
Demonstrate communication skills that build and maintain healthy relationships.

Verb Defined:
To show clearly

Student will know and be able to:

Effective communication is the necessary ingredient for successful interaction with others. Good communication is a skill that can be learned and improved. Communication skills that build and maintain healthy relationships include:

- the use of “I” messages to express one’s feelings
- the use of active listening skills
- giving and receiving consent
- using body language that conveys one’s true feelings
- speaking in an assertive and respectful tone of voice
- providing a cohesive message that is clear, concise, and complete

Clarifying Objective:
8.ICHR.1.5
Use decision-making strategies appropriate for responding to unknown people via social media, digital messaging, or other means to avoid sexual trafficking.

Verb Defined:
To put into action or service : employ: utilize

Student will know and be able to:

It is important to be cautious when interacting with unknown people online. Strategies to avoid sexual trafficking:

- Be wary of strangers online. Do not share personal information with strangers.
- Be cautious of people who ask for sexually suggestive photos or videos. Do not send or share any explicit images or videos. It is unlawful to distribute explicit content of minors.
- If someone starts asking personal questions or is making a situation feel uncomfortable, stop the conversation, block them, and tell a parent, guardian, or trusted adult.
- Use a decision-making model to help think through a response to unknown people online. For example:
    - STOP
        - **S**top
        - **T**hink
        - **O**ptions
            - Weigh your options
        - **P**ick.
- If being harassed or threatened online, tell a parent, guardian, trusted adult, or report it to the appropriate authorities.

Clarifying Objective:
8.ICHR.1.6
Explore resources for safe and respectful ways to end an unhealthy or unwanted relationship.

Verb Defined:
To investigate, study, or analyze : look into

Student will know and be able to:

Ending an unhealthy or unwanted relationship can be challenging, especially for young people.

Suggested resources and strategies to help navigate these situations in a safe and respectful way:

1. Trusted Adults

- Parents/Guardians:
  - Talk to a parent or guardian for advice and support.
- Teachers or School Counselors:
  - These individuals can provide guidance and may have experience helping in similar situations.

2. Peer Support

- Friends:
  - Share feelings with a trusted friend who can offer emotional support.
- Youth Groups:
  - Some schools and community organizations have peer counseling or support groups.

3. Communication Skills

- Practice assertive communication by calmly expressing feelings and boundaries:
  - Use "I" statements to avoid blaming (e.g., "I feel uncomfortable in this relationship").
  - Stay respectful but firm.

4. School Programs

- Many schools offer programs or workshops on healthy relationships and conflict resolution. These can provide tools for navigating breakups safely.

5. Helplines and Online Resources

- Love is Respect (loveisrespect.org):
    - Offers resources, live chat, and a helpline for teens dealing with relationship issues. Call/text: 1-866-331-9474 or text "LOVEIS" to 22522.
- National Teen Dating Abuse Helpline:
    - Provides guidance and support to teens in unhealthy relationships.
- Kids Help Phone (kidshelpphone.ca):
    - A resource for young people to connect with counselors and confidentiality.

6. Safety Planning

- If the relationship feels unsafe, make a safety plan:
    - Identify trusted adults or authorities to contact if needed.
    - Avoid being alone with the person if it feels unsafe.
    - Keep communication about the breakup in public spaces or over text.

7. Educational Tools

- Books and Articles:
    - Read age-appropriate materials about healthy relationships and personal boundaries.
- Apps:
    - Apps like Circle of 6 provide tools to help teens manage unsafe situations.

8. Legal Protections

- If the situation escalates into harassment or abuse, involve a school resource officer or law enforcement. Schools are often equipped to help mediate or address these issues.

Essential Standard:
8.ICHR.2
Explain how avoiding sexual activity is the most effective way to prevent pregnancy and STIs.

Clarifying Objective:
8.ICHR.2.1
Compare and contrast sexual risk avoidance versus sexual risk reduction as they relate to pregnancy, STI, and other risks.

Verb Defined:
To examine the character or qualities of especially in order to discover resemblances or differences

Compare or appraise in respect to differences

Student will know and be able to:

Sexual risk avoidance and sexual risk reduction are two different approaches to sexual health education.

- Sexual risk avoidance emphasizes abstinence from sexual activity as the only way to prevent pregnancy and STIs. It may also focus on the negative consequences of sexual activity outside of marriage.
- Sexual risk reduction acknowledges that abstinence is an option but also provides information and skills to reduce the risks associated with sexual activity. This may include information on contraception, condom use, and communication skills.

Clarifying Objective:
8.ICHR.2.2
Discuss refusal skills and behaviors that are required for delaying sexual activity.

Verb Defined:
To talk about

Student will know and be able to:

1. **Understanding Personal Values:**
    - Self-Reflection:
        - What are your personal values and beliefs about sex and relationships?
    - Goal Setting:
        - Have you considered your personal goals and how sexual activity might fit (or not fit) into those goals?
    - Long-Term Consequences:
        - Understand the potential physical, emotional, and social consequences of sexual activity, including pregnancy, STIs, and relationship impacts.

2. **Communication Skills:**
    - "I" Statements:
        - Practice using "I" statements to express your feelings and boundaries.
        - Example: "I'm not ready for that right now." or "I feel uncomfortable with that."
    - Assertiveness:
        - Learn to communicate your boundaries clearly and confidently without being aggressive or passive.
    - Active Listening:
        - Pay attention to what your partner is saying and feeling.
    - Body Language:

- Use body language to communicate your boundaries (e.g., making eye contact, standing tall).

3. **Refusal Strategies**:
   - "No" is a Complete Sentence:
     - A simple and direct “No.” and "No, thank you." are perfectly acceptable responses.
   - Offer Alternatives:
     - Suggest alternative activities you'd enjoy (e.g., "Let's go get some ice cream instead").
   - Change the Subject:
     - If the conversation becomes uncomfortable, change the topic.
   - Leave the Situation:
     - If someone continues to pressure you, it's okay to excuse yourself and leave the situation.

4. **Peer Pressure and Influence:**
   - Identify Peer Pressure:
     - Recognize different types of peer pressure (e.g., direct, indirect, subtle).
   - Develop Coping Strategies:
     - Find ways to resist peer pressure, such as having a plan, practicing refusal skills, and surrounding yourself with supportive friends.
   - Asserting Yourself:
     - Stand up for your beliefs and values, even if it means going against the crowd.

5. **Healthy Relationships:**
   - Respect and Trust:
     - Healthy relationships are built on mutual respect, trust, and open communication.
   - Consent:
     - Consent is essential in any sexual activity.
     - It means that both partners freely and enthusiastically agree to participate.
   - It's okay to say "no" to sexual activity, even when in a relationship.
   - A person has the right to set their own boundaries and to make their own choices.
   - There are resources available to help you navigate these issues, such as a parent, guardian or trusted adult, school nurse, and online resources.

Essential Standard:
8.ICHR.3
Identify strategies that maintain reproductive and sexual health.

Clarifying Objective:
8.ICHR.3.1
Discuss the emotional, social, educational, and financial impact of teen pregnancy on teen parents and their families.

Verb Defined:
To talk about

Student will know and be able to:

Emotional Impacts:

- Increased Stress and Anxiety:
  - The responsibilities of parenthood can be overwhelming for teenagers.
- Emotional Turmoil:
  - Teen parents may experience a range of emotions, including fear, guilt, sadness, and even resentment.
- Relationship Strain:
  - Teen pregnancy can put a strain on relationships with partners, family, and friends.
- Mental Health Concerns:
  - Teen parents may be at increased risk for mental health issues like depression, anxiety, and postpartum depression and anxiety.
  - Teen mothers have increased risk of preeclampsia, eclampsia, anemia, and postpartum hemorrhage. Children born to teenage mothers are more likely to be born prematurely and have a lower birth weight and are at greater risk for increased risk of developmental delays, learning disabilities, and behavioral problems Traumatic birth outcomes can increase risk for postpartum depression and anxiety.

Social Impacts:

- Limited Social Life:
  - The demands of parenting can significantly impact a teen's social life and friendships.
- Stigma and Judgment:
  - Teen parents may face social stigma and judgment from peers and the community.
- Reduced Opportunities:
  - Teen parents may miss out on social and recreational activities that are important for their development.

Educational Impacts:

- Increased Risk of School Dropout:
    - Teen parents are more likely to drop out of school, which can have long-term consequences for their education and future career prospects.
- Academic Challenges:
    - Balancing schoolwork with parenting responsibilities can be extremely challenging.

Financial Impacts:

- Increased Financial Burden:
    - Raising a child is expensive. Teen parents may face significant financial challenges, including the cost of childcare, food, and healthcare.
- Limited Earning Potential:
    - Teen parents may have limited job opportunities and lower earning potential due to lack of education and experience.
    - Teen parents are more likely to be economically disadvantaged than their peers
- Potential for Poverty:
    - Teen pregnancy can increase the risk of poverty for both the teen parent and their child.

Impacts on Families:

- Strain on Family Relationships:
    - Teen pregnancy can put a strain on relationships with parents, grandparents, and other family members.
- Financial Burden on Families:
    - Families may need to provide financial support to the teen parent and child.
- Emotional Toll on Family Members:
    - Family members may experience a range of emotions, including worry, disappointment, and stress.

Important Considerations:
Many teen parents successfully raise healthy children and achieve their educational goals.

- Support Systems:
    - Access to support systems, such as family, friends, mentors, and community resources, can significantly impact the outcomes for teen parents and their children.

Clarifying Objective:
8.ICHR.3.2
Analyze methods of FDA-approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.

Verb Defined:

To study or determine the nature and relationship of the parts of something

Student will know and be able to:

FDA-approved contraceptive methods. Keep in mind that information about contraceptive use/side effects and effectiveness is always being updated. New contraceptive methods are on the horizon, so it's important to use a trusted source for up-to-date, accurate information such as:

1. Hormonal Methods:

- Combined Oral Contraceptives (COCs):
    - combination of estrogen and progesterone
    - Safety:
        - Can have side effects like mood changes, breast tenderness, and increased blood pressure. Not suitable for everyone (e.g., those with certain medical conditions).
    - Effectiveness:
        - Highly effective when used correctly (typical use: 91-99% effective).

- Progestin-Only Pills (POPs):
    - Safety:
        - Generally safer for women who can't take estrogen. May cause irregular bleeding.
    - Effectiveness:
        - Slightly less effective than COCs (typical use: 93% effective). Must be taken at the exact same time everyday to be effective.

- Patch:
    - Safety:
        - Similar side effects to COCs.
    - Effectiveness:
        - Highly effective (typical use: 91-99% effective).

- Ring:
    - Safety:
        - Similar side effects to COCs.
    - Effectiveness:
        - Highly effective (typical use: 91-99% effective).

- Injections (Depo-Provera):
    - Safety:
        - Can cause weight gain, bone loss, and irregular bleeding.

    - Effectiveness:
        - Very effective (typical use: 94% effective). Typically, 1 shot every 12 weeks

- Implants (Nexplanon):
    - Safety:
        - Can cause irregular bleeding and weight gain. Long-lasting and reversible.
    - Effectiveness:
        - Highly effective (typical use: 99% effective). Inserted under the skin of the upper arm. Once placed, effective for up to 3 years.

- Intrauterine Devices (IUDs):
    - Safety:
        - Long-lasting, reversible. Some types may increase the risk of pelvic inflammatory disease.
    - Effectiveness:
        - Very effective (typical use: 98-99% for hormonal IUDs). A small device that is placed in the uterus. Lasts for 3-8 years, depending on the device used.

2. Non-hormonal

- Non-hormonal IUD/Copper IUD (ParaGard)
    - Safety:
        - Long-lasting, reversible. May cause increased menstrual bleeding and cramping, spotting or light bleeding between periods, vaginal discharge, pain during intercourse, and backache.
    - Effectiveness:
        - Very effective (typical use: 99% effective for copper IUDs). A small device that is placed in the uterus. Lasts for 10 years

3. Barrier Methods:

- Condoms (Male and Female):
    - Safety:
        - Highly safe.
    - Effectiveness:
        - Less effective than hormonal methods (perfect use: 98%; typical use: 82-85% for male condoms; perfect use: 95%, typical use: 75% for internal/female condoms). Only contraceptive method that prevents most STIs when used correctly.

- Diaphragm:
    - Safety:

        - Requires fitting by a doctor. Can increase the risk of urinary tract infections.
    - Effectiveness:
        - Less effective than hormonal methods (typical use: 88% effective).

- Cervical Cap:
    - Safety:
        - Similar concerns to diaphragm.
    - Effectiveness:
        - Less effective than hormonal methods (typical use: 71-86% effective).

4. Other Methods:

- Spermicides:
    - Safety:
        - Can cause irritation.
    - Effectiveness:
        - Least effective method when used alone (typical use: 71-85% effective).

- Emergency Contraception (Plan B):
    - Safety:
        - Can cause nausea and vomiting.
    - Effectiveness:
        - Most effective when taken within 24 hours of unprotected sex but can be taken up to 72 hours after unprotected sex.
        - There are a few types of Plan B, and some are more effective than others, depending on body weight. Some studies have shown that the Pan B available over the counter is more effective for lower body weights, whereas the Plan B (ella), which is available by prescription only (not OTC), is more efficacious for those with higher body weights (~190lbs and higher)

- Fertility Awareness App
    - “Natural Cycles” is a mobile app that requires users to input their daily basal body temperature to calculate fertile days.
    - It is considered the first FDA-cleared app to be marketed as a direct-to-consumer contraceptive method.
    - Despite FDA approval, Natural Cycles is still considered less effective than many other forms of birth control and should be used with caution, especially for those who have irregular cycles.

Important Considerations:

- "Perfect Use" vs. "Typical Use":
    - Effectiveness rates vary depending on consistent and correct use.
- Individual Factors:
    - The best method for you depends on your individual health, lifestyle, and preferences.
- Consultation:
    - A parent or guardian is an important resource to consult to discuss your options concerning an appropriate contraceptive method.
    - It's crucial to consult with a healthcare provider to discuss your options and choose the most appropriate contraceptive method for you.

Clarifying Objective:
8.ICHR.3.3
Explore family, school, and community resources for the prevention of sexual risks through abstinence, postponed sexual activity, and safer sex practices.

Verb Defined:
To investigate, study, or analyze : look into

Student will know and be able to:

Family Resources:

- Open Communication:
    - Honest conversations:
        - Talk openly and honestly with parents or guardians about sex, relationships, and personal values.
    - Ask questions:
        - Don't be afraid to ask questions and seek guidance.
- Family Values:
    - Discuss family values and beliefs regarding sexual activity and relationships.
- Role Modeling:
    - Observe and learn from the healthy relationships between parents or guardians.

School Resources:

- Health Classes:
  - Pay attention to health class lessons on sexual health, including topics like contraception, STIs, and healthy relationships.
- School Nurses:
  - School nurses can provide information on sexual health and refer to healthcare providers. School-based health centers may also be a resource or point of referral.

Community Resources:

- Youth Centers:
  - Many communities offer youth centers with activities and programs that promote healthy development and provide a safe space for young people.
- Community Health Centers:
  - These centers often provide confidential sexual health services, including contraception, STI testing, and counseling.
- Hotlines:
  - There are many hotlines available, such as the National Sexual Assault Hotline (1-800-656-HOPE), that provide confidential support and resources.

Finding Resources:

- School website:
  - Check the school website for information on health services, counseling, and other resources.
- Local health department:
  - Contact your local health department for information on available resources in your community.
- Online searches:
  - Use online search engines to find resources in your area (e.g., "youth centers near me," "sexual health clinics near me").

Important Notes:

- Confidentiality:
  - Understand the limits of confidentiality when seeking help from different resources.

- Informed Consent:
    - Always obtain informed consent before sharing any personal information with a healthcare provider or counselor.
- Critical Evaluation:
    - Be critical of the information you find online and ensure that it comes from reliable sources. Always verify sexual health information found online (especially those accessed through TikTok and other social media platforms) with additional, medically accurate sources and healthcare professionals.

Clarifying Objective:
8.ICHR.3.4
Examine examples of how media, social media, and technology can positively or negatively influence sexual attitudes and behaviors.

Verb Defined:
To inspect closely; to inquire into carefully

Student will know and be able to:

Positive Influences:

- Information and Education:
    - Reliable sources that can provide accurate information about sexual health, relationships, and consent.
- Healthy Relationships:
    - Media that portrays positive examples of healthy relationships, including respect, communication, and consent.
- Body Positivity:
    - Media that promotes body positivity and self-acceptance, challenging unrealistic beauty standards.

Signs of Negative Influences:

- Sexualization and Objectification:
    - Media often portrays women and men in a sexualized and objectified manner, which can have a negative impact on body image and self-esteem.
- Unrealistic Expectations:
    - Media can create unrealistic expectations about sex and relationships, such as the idea that sex should always be spontaneous and passionate.
- Risk-Taking Behaviors:

    - Exposure to explicit or violent sexual content can normalize risky sexual behaviors and desensitize individuals to the potential consequences.

- Cyberbullying and Sexting:
    - Social media can be a platform for cyberbullying and the sharing of sexually explicit images, which can have serious emotional and social consequences.

Access to Information and Education

- Positive Influence:
    - The internet provides access to a wealth of information on sexual health topics, including contraception, STIs, healthy relationships, and consent. The CDC website and other medically accurate websites offer reliable and unbiased information that can empower young people to make informed decisions about their sexual health.
    - Example:
        - A young person uses online resources to learn about different contraceptive methods and discuss their options with a parent and healthcare provider.

Sexualization, Violence, and Objectification

- Negative Influence:
    - Many forms of media, including advertising, music videos, and social media, often portray women and men in a sexualized and objectified manner. This can contribute to unrealistic expectations about bodies and relationships and can promote harmful gender stereotypes.
    - Example:
        - A young person constantly exposed to images of airbrushed models and unrealistic beauty standards may develop negative body image and low self-esteem, or depression and anxiety.
    - Some studies have shown a link between exposure to violent or sexually suggestive video games and increased aggression and risky sexual behaviors in adolescents.
    - Sexually explicit media is also an unrealistic and sometimes negative portal of relationships and sexual behavior and often hypersexualizes women.
    - Example:
        - Research has found that playing video games with highly sexualized female characters may be associated with increased acceptance of sexual harassment and objectification of women.

Cyberbullying, Sexting, Negative Influence:

- Negative Influence
- Social media platforms can be used for cyberbullying and the sharing of sexually explicit images (sexting). This can have serious emotional and social consequences, including embarrassment, shame, and even legal trouble.

- Example:
  - A young person sends a sexually explicit photo to a partner, who then shares it without their consent, leading to humiliation and potential long-term consequences.

Key Considerations:

- Critical Thinking:
  - Critically evaluate the messages received from media and social media.
  - Identify biases, stereotypes, and unrealistic portrayals.
- Open Communication:
  - Encourage open and honest communication with parents, guardians, or trusted adults about media consumption and its impact.

Nutrition and Physical Activity (NPA)
Essential Standard: 8.NPA.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
Clarifying Objective: 8.NPA.1.1 Examine the destructive nature of body shaming and negative body image.
Verb Defined: To inspect closely - to inquire into carefully

Student will know and be able to:

What is Body Shaming?

- Definition:
  - Body shaming is the act of making critical or negative comments about someone's appearance, weight, or body shape. This can include teasing, bullying, name-calling, and making offensive jokes.
- Forms of Body Shaming:
  - Direct:
    - Openly criticizing someone's appearance.
  - Indirect:
    - Making negative comments about others' bodies in a way that can be overheard.

- Online:
  - Cyberbullying, posting negative comments or images online.

What is Negative Body Image?

- Definition:
  - Negative body image is when a person feels dissatisfied, ashamed, or uncomfortable with their appearance. It's about more than just weight – it can include concerns about height, skin color, hair, or other physical features.
- Impact:
  - Negative body image can lead to low self-esteem, anxiety, depression, and eating disorders.

How Body Shaming Contributes to Negative Body Image:

- Internalization:
  - When people are repeatedly shamed for their bodies, they may start to believe the negative comments and internalize them.
- Self-Criticism:
  - Body shaming can lead to excessive self-criticism and a constant focus on perceived flaws.
- Social Comparison:
  - Comparing oneself to unrealistic beauty standards promoted by media and social media can further exacerbate negative body image.

The Impact of Negative Body Image:

- Mental Health:
  - Anxiety, depression, low self-esteem
  - Eating disorders (such as Anorexia Nervosa, Bulimia Nervosa, Binge Eating Disorder)
- Social Life:
  - Avoidance of social situations
  - Difficulty forming and maintaining relationships
- Physical Health:
  - Unhealthy eating habits
  - Avoidance of physical activity
- Overall Well-being:
  - Reduced quality of life and overall happiness

Promoting Positive Body Image:

- Focus on Health, Not Appearance:
    - Emphasize the importance of overall health and well-being rather than physical appearance.
- Challenge Unrealistic Beauty Standards:
    - Critically evaluate media messages and recognize that the images portrayed are often unrealistic and unattainable.
- Celebrate Body Diversity
    - Acknowledge that bodies are each different and unique
    - There is beauty in our differences
- Self-Compassion:
    - Practice self-compassion and treat yourself with kindness and understanding.
- Focus on Strengths:
    - Appreciate your unique qualities and talents that go beyond physical appearance.
- Seek Support:
    - Talk to trusted adults, friends, or a therapist about body image concerns

Clarifying Objective:
8.NPA.1.2
Explain the importance of assuming responsibility for personal dietary choices.

Verb Defined:
To make known - to make plain or understandable

Student will know and be able to:

Nutrition science and the factors that influence the foods that are eaten are complex. When young, there is reliance on others for food. There are many factors that influence what is eaten, including:

- Nutrition
    - The nutrients food provides, and our bodies need
    - Our knowledge of nutrition
- Cultural and social influences:
    - Family traditions, cultural foods, social norms around eating
- Personal preferences:
    - Taste, texture, enjoyment of food
- Health conditions:
    - Allergies, intolerances, dietary restrictions (e.g., vegetarianism, veganism)
- Availability and accessibility:
    - Proximity to grocery stores, farmers markets, farm stands
    - Access to fresh foods (food deserts)
- Economic factors:

- Personal/Family Income
- Cost of food

Autonomy over the factors that influence eating increases with age. It's important to consider the available choices and how a person might eat in a way that supports their overall well-being.

Understanding Personalization including:

- Individual Needs:
  - Recognizing that dietary needs vary based on genetics, age, activity level, and individual health conditions.
- Food Preferences:
  - Exploring personal food preferences and finding ways to incorporate a variety of foods into enjoyable meals.

Reviewing Decision-Making Skills:

- Critical Thinking:
  - Evaluating food choices based on nutritional information and personal goals.
- Goal Setting:
  - Setting realistic and achievable dietary goals (e.g., increasing fruit and vegetable intake or having an afternoon snack before a sports practice).
- Problem-Solving:
  - Consider the barriers to reaching goals
    - consider changes to overcome the barriers

Empowerment:

- Taking Control:
  - Understanding that personal choices can affect our overall well-being.
- Building Confidence:
  - Developing the confidence to make informed food choices and navigate social situations that involve food.

Clarifying Objective:
8.NPA.1.3
Identify resources to advocate for those who are at risk for poor nutrition.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

The identification of resources to advocate for those at risk for poor nutrition, specifically identifying programs, organizations, and resources in the community, is especially helpful to its members.

- **Understanding Food Insecurity:**
    - Definition:
        - Food insecurity means that people lack consistent access to enough nutritious food for a healthy lifestyle.
    - Causes:
        - Poverty, unemployment, lack of access to affordable, healthy food, natural disasters, and medical conditions.
    - Populations at Risk:
        - Children, seniors, low-income families, people experiencing homelessness, and individuals with disabilities are particularly vulnerable.
- **Impact of Poor Nutrition:**
    - Physical Health:
        - Stunting growth, weakened immune systems, increased risk of chronic diseases.
    - Mental Health:
        - Increased risk of depression, anxiety, and difficulty concentrating.
        - Food insecurity increases an individual's risk for developing an eating disorder
    - Development:
        - Impaired cognitive development and academic performance in children.
- **Community Resources:**
    - Food Banks/Food Pantries:
        - Provide emergency or routine food assistance to people in need.
        - Many schools, colleges, churches, and community centers have food pantries.
    - Soup Kitchens:
        - Offer meals to those experiencing homelessness or food insecurity.
    - Community Gardens:
        - Provide opportunities for people to grow their own food.
    - School Lunch Programs:
        - Offer free or reduced-price meals to those eligible.
    - Supplemental Nutrition Assistance Program (SNAP):
        - A government program that helps low-income individuals and families buy nutritious food.
- **Advocacy Strategies:**
    - Raise Awareness:

        - Educate others about food insecurity and its impact on the community.
    - Support Local Organizations:
        - Volunteer at food banks, donate to food drives or advocate for increased funding for local food assistance programs.
    - Contact Elected Officials:
        - Advocate for policies that address food insecurity, such as increasing funding for SNAP and expanding access to healthy food options.
    - Start a Petition:
        - Collect signatures to support policies that address food insecurity.
    - Join a Community Group:
        - Join or create a community group focused on addressing food insecurity.

Essential Standard:
8.NPA.2
Apply strategies to consume a variety of foods and beverages.

Clarifying Objective:
8.NPA.2.1
Summarize the benefits of consuming adequate amounts of micronutrients and water in a variety of foods.

Verb Defined:
To tell in or reduce to a summary - to make a summary

Student will know and be able to:

Consuming a variety of foods rich in micronutrients and water offers numerous health benefits:

- Stronger Immune System:
    - Micronutrients like vitamins A, C, and D, and minerals like zinc and selenium, play crucial roles in immune function, helping the body fight off infections.
- Improved Energy Levels:
    - B vitamins are essential for energy production. Iron helps transport oxygen to cells, boosting energy levels and reducing fatigue.
- Enhanced Brain Function:
    - Many nutrients, including omega-3 fatty acids, vitamin B12, and folate, are crucial for brain development and function.
- Stronger Bones and Teeth:

- Calcium, vitamin D, and magnesium are essential for bone health, while vitamin C plays a role in collagen production for healthy teeth and gums.

- Healthy Skin and Hair:
  - Vitamin A, C, and E, along with zinc and biotin, contribute to healthy skin and hair growth.

- Reduced Risk of Chronic Diseases:
  - A diet rich in fruits, vegetables, and whole grains, which are excellent sources of micronutrients, can help reduce the risk of chronic diseases like heart disease, type 2 diabetes, and certain cancers.

- Hydration and Temperature Regulation:
  - Water is essential for bodily functions like temperature regulation, waste removal, and joint lubrication.

By incorporating a variety of foods from the 5 food groups, fruits, vegetables, whole grains, protein foods, and dairy into a diet, as well as drinking plenty of fluids, can ensure the acquisition of a wide range of micronutrients.

Clarifying Objective:
8.NPA.2.2
Create a healthful eating plan incorporating food choice inside and outside the home setting.

Verb Defined:
To produce through imaginative skill - to make or bring into existence something new

Student will know and be able to:

Food consumption occurs at home, school, workplace, and restaurants, both conventional and fast food. Eating well takes knowledge, time, advanced planning, motivation, and food preparation skills. It can be helpful for families to have nutrition knowledge, advanced planning, and motivation to make wise choices when shopping for groceries and eating out.

- When grocery shopping, consider choosing less processed food, such as produce, meats/seafood, dairy products, whole grains, beans, seeds, and nuts.
- Choosing canned or frozen fruits and vegetables can be an economical way to increase one's intake of fruits and vegetables.
- Choosing foods that are less processed and in their whole form can save money and improve the quality of the family diet.

- While it is more difficult to eat a variety of food outside of the home, restaurants, and institutions are beginning to make positive changes:
  - reduction of trans fats
  - increased fruit and vegetable options
  - reducing salt

- offering heart-healthy, vegetarian, and lower-calorie choices on their menus.

- When eating out, one option is to determine the best choices ahead of time by examining the restaurant's online menu.

- Since restaurant meals are often oversized, share an entree or dessert with friends or take home some of a meal for a future meal.

- Consider how to incorporate fruits and vegetables into a restaurant meal, sometimes switching out a fried food for a food item prepared another way, such as grilled, broiled, or baked.

- Compare food labels on processed and convenience foods, with special attention to the fat, carbohydrates, protein, and fiber content.

Essential Standard:
8.NPA.3
Explore various diet and physical activity trends to enhance quality of life.

Clarifying Objective:
8.NPA.3.1
Identify risks and benefits of various dietary preferences and eating patterns.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

There are many factors that influence the way and what is eaten. Nutrition science is very challenging to study because nutrition is always changing. Any change in dietary preference and/or eating patterns can result in both benefits and risks.

There are different dietary patterns, such as a vegetarian or vegan diet, Mediterranean diet, and local/farm-to-table focused diet, that people subscribe to for many reasons, including health, family tradition, ethical beliefs, and more.

There are also many diets that become popular for a period of time in popular culture and mainstream medicine and then fall out of fashion. Restrictive diets (diets that don't provide enough of the 6 essential nutrients) pose particular risks, including nutrient deficiencies, weight cycling, anxiety/depression, and eating disorders.

Important Considerations:

- Individualized Approach:

- The best dietary pattern depends on individual needs, health goals, and preferences.

- Consult a Professional:
  - It's always best to consult with a registered dietitian or healthcare professional to determine the most appropriate dietary pattern.

- Focus on Whole Foods:
  - Regardless of the specific dietary pattern, prioritize whole, unprocessed foods such as fruits, vegetables, whole grains, and lean protein sources.

Clarifying Objective:
8.NPA.3.2
Summarize the benefits and risks of current physical activity trends.

Verb Defined:
To tell in or reduce to a summary - to make a summary

Student will know and be able to:

Current Physical Activity Trends & Their Benefits:

- High-Intensity Interval Training (HIIT):
  - Benefits:
    - Time-efficient:
      - Short bursts of intense exercise followed by brief recovery periods.
    - Improved cardiovascular fitness, increased calorie burning, and enhanced athletic performance.
  - Risks:
    - Potential for injury if not performed correctly.
    - May not be suitable for everyone, especially those with certain health conditions.

- Group Fitness Classes:
  - Benefits:
    - Motivational and social:
      - Provides a supportive environment and can increase adherence to exercise routines.
    - Variety:
      - Offers a wide range of options, such as Zumba, spin, yoga, and Pilates.

- Risks:
  - Potential for injury if proper form is not maintained.
  - May not be accessible or affordable for everyone.

- Fitness Trackers & Wearable Technology:
  - Benefits:
    - Increased motivation and accountability:
      - Track progress, set goals, and monitor activity levels.
    - Improved awareness of daily activity:
      - Can help individuals become more mindful of their physical activity levels.
  - Risks:
    - Potential for excessive focus on numbers and unrealistic goals.
    - May lead to anxiety or frustration if not used appropriately.

- Mind-Body Exercises:
  - Benefits:
    - Reduced stress and anxiety:
      - Practices like yoga, tai chi, and Pilates can help reduce stress, improve mental well-being, and increase flexibility.
  - Risks:
    - May not be suitable for everyone with certain physical limitations.

Important Considerations:

- Individualized Approach:
  - The best type of physical activity varies from person to person depending on their individual needs, fitness level, and health conditions.
- Proper Form and Technique:
  - It's crucial to focus on proper form and technique to prevent injuries and maximize the benefits of any exercise program.
- Listen to Your Body:
  - Pay attention to your body's signals and rest when needed.
- Consult with a Professional:
  - If you have any concerns about starting a new exercise program, consult with a healthcare professional or certified fitness trainer.

Clarifying Objective:
8.NPA.3.3
Discuss effects of food preparation on your health.

Verb Defined:
To talk about

Student will know and be able to:

Food preparation methods can significantly impact the nutritional value and overall healthfulness of meals. Healthy cooking methods and making mindful food preparation choices, can significantly improve the nutritional value and overall healthfulness of meals.

Tips for Healthy Food Preparation:

- Choose cooking methods that minimize nutrient loss:
  - Steaming, stir-frying, grilling, and baking are generally healthier options.
- Use healthy cooking oils:
  - Opt for olive oil, avocado oil, or canola oil.
- Minimize added sugars and salt:
  - Season with herbs and spices instead of relying on salt or pre-packaged seasonings.
- Cook vegetables lightly (sautee, steam, or air fry instead of boiling or frying):
  - To preserve their vibrant color and nutrient content.
- Enjoy whole foods:
  - Incorporate plenty of fresh fruits, vegetables, whole grains, and lean protein sources

Alcohol, Nicotine, Cannabis, and Other Drugs (ANCOD)

Essential Standard:
8.ANCOD.1
Assess the short- and long-term health risks associated with alcohol, nicotine, cannabis, and other drug use.

Clarifying Objective:
8.ANCOD.1.1
Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.

Verb Defined:
To make known - to make plain or understandable

Student will know and be able to:

The CDC reports that about 178,000 Americans die each year from excessive alcohol abuse which shortens the lives of these

people by an average of 24 years.

- Alcohol abuse is the third leading cause of preventable death in the U.S. (behind tobacco use and poor eating and exercise habits). About two-thirds of alcohol-related deaths were from chronic conditions, liver disease, cancer, heart disease, and other diseases. Thirty-two percent of all traffic crash fatalities involve drunk drivers.

- Drinking alcohol impairs reaction time and coordination, leading to unintentional injury of self and others. Alcohol use is part of an estimated twenty-one percent of injuries that require hospitalization, with approximately thirty to fifty percent of all patients who visit an emergency room having alcohol in their system.

- Drinking alcohol can cause a person to become aggressive, make a person feel invincible, and give a person a false sense of confidence with little respect for others. This may lead to arguments and fighting between individuals that may have been resolved in a nonviolent manner if alcohol was not involved. About twenty-seven percent of aggravated assaults were committed by someone under the influence of alcohol.

- Alcohol can inhibit one's judgment in relation to sexual feelings and decision-making. A person under the influence is less inhibited and may not protect themselves from sexual victimization or unprotected sexual intercourse. An estimated thirty-seven percent of sexual assaults and rapes are committed by a person under the influence of alcohol.

Clarifying Objective:
8.ANCOD.1.2
Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing supplements.

Verb Defined:
To determine the significance, worth, or condition of usually by careful appraisal and study

Student will know and be able to:

Understanding the likelihood of risks associated with performance-enhancing supplements (PES) requires a multi-faceted approach.

1. **Types of PES:**

- Anabolic Steroids:
  - The most well-known, synthetic versions of the male hormone testosterone.
- Growth Hormone:
  - Stimulates growth and cell reproduction.
- Erythropoietin (EPO):
  - Increases red blood cell production.
- Creatine:

    - Naturally occurring substance in the body, often used as a supplement.
- Protein Powders:
    - Widely used for muscle building, but variations exist in quality and safety.

2. Potential Risks:

- Health Risks:
    - Cardiovascular:
        - Increased risk of heart attack, stroke, high blood pressure, heart failure.
    - Liver Damage:
        - Some supplements can cause liver toxicity.
    - Kidney Problems:
        - Can strain the kidneys.
    - Hormonal Imbalances:
        - Can disrupt hormone production and cause serious side effects, especially in adolescents.
    - Mental Health:
        - Can increase aggression, anxiety, and even lead to dependence.
- Legal and Ethical Concerns:
    - Banned Substances:
        - Many performance-enhancing drugs are banned in sports and may have legal consequences.
    - Ethical Considerations:
        - Concerns about fairness, sportsmanship, and the potential for health risks.

3. Factors Influencing Risk:

- Type of Supplement:
    - Different supplements carry varying levels of risk.
- Dosage and Usage:
    - High doses and prolonged use increase the risk of side effects.
- Individual Factors:
    - Age, gender, health history, and genetics can influence individual risk.
- Supplement Quality:
    - The quality and purity of supplements can vary significantly.

4. Reliable Information Sources:

- Scientific Research:
    - Peer-reviewed studies published in reputable scientific journals.

- Medical Professionals:
    - Consult with doctors, sports medicine specialists, or registered dietitians for personalized advice.
- Regulatory Agencies:
    - Information from organizations like the World Anti-Doping Agency (WADA) and the United States Anti-Doping Agency (USADA).

Important Note:

- Focus on Healthy Training:
    - Emphasize the importance of safe and effective training methods, proper nutrition, and adequate rest and recovery as the foundation for athletic performance.

Essential Standard:
8.ANCOD.2
Evaluate positive and negative influences on adolescent health practices and behaviors including peers, family, media, culture, community, technology, and social platforms.

Clarifying Objective:
8.ANCOD.2.1
Analyze policies and laws related to the sale and use of alcohol and nicotine products in terms of their purposes and benefits.

Verb Defined:
To study or determine the nature and relationship of the parts of something

Student will know and be able to:

Alcohol

- Federal Laws:
    - National Minimum Drinking Age Act (1984):
        - Established a national minimum drinking age of 21.
            - Purpose:
                - Reduce alcohol-related traffic fatalities among young drivers.
        - Benefits:
            - Significantly reduced alcohol-related traffic fatalities among young people.
- North Carolina Laws:

- DWI Laws:
  - Strict laws against driving under the influence of alcohol.
    - Purpose:
      - Deter drunk driving and protect public safety.
    - Benefits:
      - Reduced alcohol-related traffic accidents and fatalities.
- Underage Drinking Laws:
  - Prohibit the sale and provision of alcohol to minors.
    - Purpose:
      - Prevent underage drinking and its associated health and social risks.
    - Benefits:
      - Reduces underage drinking and its related problems (e.g., academic difficulties, alcohol addiction).

Nicotine Products

- Federal Laws:
  - Federal Food, Drug, and Cosmetic Act (FD&C Act):
    - Grants the FDA authority to regulate tobacco products, including cigarettes, e-cigarettes, and other nicotine products.
      - Purpose:
        - Protect public health by regulating the manufacture, distribution, and marketing of tobacco products.
      - Benefits:
        - Allows for stricter regulations on marketing, flavorings, and nicotine levels in tobacco products.
  - Family Smoking Prevention and Tobacco Control Act (2009):
    - Grants the FDA broad authority to regulate tobacco products.
      - Purpose:
        - Reduce tobacco use and its harmful effects.
      - Benefits:
        - Restricts tobacco advertising, limits certain ingredients, and requires stronger warning labels.
  - Federal 21-Year-Old Tobacco Product Purchase Age:
    - Prohibits the sale of tobacco products to anyone under 21.
      - Purpose:
        - Reduce youth access to tobacco products and their associated health risks.
      - Benefits:

- Aims to reduce youth smoking rates and prevent future generations from becoming addicted to nicotine.

- North Carolina Laws:
    - Minimum Age of Sale:
        - Prohibits the sale of tobacco products to individuals under 18.
    - Smoke-Free Laws:
        - Restrict smoking in public places, such as restaurants, bars, and workplaces.
            - Purpose:
                - Protect non-smokers from secondhand smoke exposure.
            - Benefits:
                - Improves indoor air quality and reduces exposure to harmful toxins.

Clarifying Objective:
8.ANCOD.2.2
Create persuasive messaging to reduce the use of alcohol, nicotine, cannabis, and other drugs.

Verb Defined:
To produce through imaginative skill - to make or bring into existence something new

Student will know and be able to:

Creating persuasive messaging to reduce substance use requires a deep understanding of the target audience and the factors that influence their decisions.

- **Understanding the Target Audience:**
    - Age and Development:
        - Tailor messages to the specific developmental stage and concerns of the target audience (e.g., adolescents vs. young adults).
    - Social Context:
        - Consider the social norms, peer pressure, and cultural influences within the target audience's environment.
    - Motivations:
        - Understand the reasons why individuals may use substances (e.g., peer pressure, stress relief, boredom).

- **Effective Communication Techniques:**
    - Empathy and Connection:
        - Use language that is relatable and resonates with the target audience.

        - Focus on building trust and rapport.
    - Positive Framing:
        - Emphasize the positive outcomes of abstaining from substance use, such as improved health, better relationships, and greater academic success.
    - Narrative Storytelling:
        - Use personal stories and real-life examples to illustrate the potential consequences of substance use.
    - Social Norms Marketing:
        - Challenge the perception that substance use is common or acceptable among peers.
    - Empowerment:
        - Focus on personal agency and the ability to make healthy choices.

- **Addressing Misconceptions:**

    - Challenge myths and misinformation:
        - Correct misconceptions about the safety and effectiveness of substances.
    - Provide accurate information:
        - Share evidence-based information about the risks and consequences of substance use.

- **Ethical Considerations:**

    - Avoid fear-mongering:
        - Focus on positive messages and avoid using scare tactics that can be counterproductive.
    - Respectful and Inclusive:
        - Use inclusive language and avoid stigmatizing individuals who struggle with substance use.

- **Evaluation and Adjustment:**

    - Continuously evaluate the effectiveness of the messaging.
    - Gather feedback from the target audience.
    - Adjust the messaging based on the evaluation findings.

Clarifying Objective:
8.ANCOD 2.3
Use strategies to avoid riding in a car with someone impaired by alcohol or drugs.

Verb Defined:
To put into action or service : employ : utilize

Student will know and be able to:

Individuals should always seek a safe ride if they cannot drive themselves to their destination. A safe ride means a driver who is responsible, abides by the traffic laws, and is sober (not impaired by alcohol or other drugs). If one's intended driver is impaired, there are numerous strategies for seeking a safe ride home.

- Call a close friend or family member for a ride.
- Wait in a safe location until a sober and responsible driver can be found.
- Designate a driver if there are plans to consume alcohol or other drugs.
- Using a taxi or driving service or utilize public transportation when available.

Clarifying Objective:
8.ANCOD.2.4
Identify positive alternatives to the use of alcohol and drugs.

Verb Defined:
Establish or indicate who or what something is that is unfamiliar or unknown

Student will know and be able to:

Individuals may misuse or abuse drugs due to:

- curiosity
- low self-esteem
- negative peer pressure
- adult modeling
- seeking mood alteration
- to relieve boredom
- they feel socially alienated with no sense of love or purpose in life.

Young people need opportunities to develop their talents and skills to avoid feelings of low self-worth or issues associated with esteem. There is also a need to find methods of alleviating stress without the use of alcohol, nicotine, or other drugs.

If adolescents are involved in an activity of interest during non-instructional hours, it helps to relieve feelings of boredom and isolation or alienation.

It is important to develop and use assertive refusal skills and offer healthy alternatives when asked to use alcohol or drugs. These activities are more enjoyable and much safer when sober. Alternatives can include:

- sports
- music
- dance
- video games
- fitness activities

- faith-based activities
- family events,
- school-sponsored clubs
- leadership opportunities
- community and volunteer service
- big-brother/big-sister mentoring relationships
- movies
- recreational events and games (e.g., rock climbing, hiking, boating)

Portions of the content in this document were created with the use of ChatGPT and Google Gemini.