

6-8 Health Curriculum

Course Description:

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

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

Course Expectations and Rationale:

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

Course Priority Standards:

- Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
- Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
- Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
- Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

6-8 Scope and Sequence:

Unit 1: Concepts of Wellness

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

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

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

Unit 3: Analyzing Influences & Decision Making

Students will learn how to recognize health influences and make decisions in the areas of substance use and abuse, as well as nutrition. They will learn about the nervous system and digestive system and their relation to substance use and abuse as well as nutrition.

Unit 4: Health Advocacy and Sexual Health Education

6th-8th Grade: DESE Child Sexual Abuse Prevention Training

Students will be provided training that includes:

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

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

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

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

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

Health Education Standards

- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.
- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.3 Determine the accessibility of products that enhance health.
- 3.8.4 Describe situations that may require professional health services.
- 3.8.5 Locate valid and reliable health products and services.
- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
- 5.8.1 Identify circumstances that can help or hinder healthy decision-making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision-making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.
- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.

	• 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. • 7.8.1 Explain the importance of assuming responsibility for personal health behaviors. • 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. • 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others. • 8.8.1 State a health-enhancing position on a topic and support it with accurate information. • 8.8.2 Demonstrate how to influence and support others to make positive health choices. • 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools. • 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.
6-8 DESE Required: Child Sexual Abuse Prevention Education Standards	• Describe healthy ways to express affection, love, friendship, and concern and identify thoughts and feelings and how they relate to self-concept. • Compare and contrast the characteristics of healthy and unhealthy relationships. • Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. • Describe a range of ways people express affection within various types of relationships. • Explain the qualities of a healthy dating relationship. • Describe how power differences such as age, gender, socio-economic status, immigration status, race or unequal position (student/teacher, supervisor/employee) may impact relationships. • Recognize and describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. • Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence) and describe their impacts on sexual health. • Explain why a person who has been sexually harassed, abused, or assaulted or has been victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator and is illegal. • Define sex trafficking, sexual exploitation and gender-based violence. • Describe and discuss situations and behaviors that constitute violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape). • Also discuss why/how these violent behaviors are harmful and the potential short-term and long-term impact. • Explain the role of bystanders in escalating, preventing or stopping violence or supporting the victim. • Explain why individuals have the right to refuse sexual contact and no one has the right to touch anyone else in a sexual manner without consent. • Explain the importance of talking with parents and/or other trusted adults about issues related to feelings, relationships, growth and development, sexual health, and interpersonal and sexual violence. • Explain that a person who has been sexually assaulted, raped, or exploited is not at fault. • Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships. • Evaluate the impact of technology (e.g., use of smartphones, GPS tracking)

	and social media on relationships (e.g., consent, communication). • Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they or someone they know are being sexually harassed, abused, assaulted, exploited or trafficked. • Demonstrate communication skills that support healthy relationships. • Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. • Demonstrate effective skills to establish boundaries about the use of technology in relationships. • Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation and trafficking. • Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). • Apply individual and collaborative decision-making processes related to sexual health safety situations, including active consent, sexual mistreatment, grooming, harassment, abuse, assault and exploitation. • Develop a plan to stay safe when using social media • Describe strategies a person could use, when it is safe to do so, to intervene when someone is being • sexually harassed or someone he or she knows • is perpetuating unhealthy or coercive behaviors. • Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. • Describe ways to treat others with dignity and respect with a focus on respecting boundaries. • Students will develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, gender identity, sexual orientation, differing abilities, immigration status, family structure).
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7th Grade	
Unit 1: Concepts of Wellness	Students will learn about the different dimensions of wellness and how they interact with each other. They will find evidence of these in their lives and work toward a balance among them in order to thrive. *Components of fitness and the effects of exercise on the muscular, skeletal, cardiovascular, and respiratory systems will be taught in physical education.
Unit 2: Mental, Emotional, and Social Health & Goal Setting	Students will develop self-awareness around their own mental, emotional, and social health and learn about strategies to manage them. Students will also practice the skill of goal setting to impact their own health positively.
Unit 3: Analyzing Influences & Decision Making	Students will learn how to recognize health influences and make decisions about their nutrition. They will learn about the nervous system and digestive system and their relation to nutrition.
Unit 4: Health Advocacy and Sexual Health Education	Students will learn about disease risk factors and prevention as well as how the immune system fights against them. Students will learn how to be health advocates for themselves and others. Using the latest medically factual and developmentally appropriate information students will learn about the endocrine system and the reproductive system.

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

	the opportunity for fertilization. FS1K6 • Identify body changes during puberty and proper hygiene practices (e.g., acne). ME1A6 • Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention (**Section 170.015 Revised Statutes of Missouri: Requires the student be presented “with the latest medically factual regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases.”). RA1F7 • Sequence the process and events of the human life cycle including fertilization, fetal development and birth. ME1C7 • Recognize the importance of regular check-ups for various types of cancer (e.g., breast, testicular, skin). Name and discuss common STIs (sexually transmitted infections). Describe the patterns of transmission, treatments, and prevention of sexually transmitted infections. Name and discuss common STIs (sexually transmitted infections). RA1D7 • Distinguish between dominant and recessive traits. FS1K7 • Discuss sexual harassment issues and create a plan to address these issues. ME4E7 • Compare and contrast signs and symptoms of HIV/AIDS. RA1E7
6-8 National Health Education Standards	• 1.8.1 Analyze the relationship between healthy behaviors and personal health. • 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. • 1.8.3 Analyze how the environment affects personal health. • 1.8.4 Describe how family history can affect personal health. • 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems. • 1.8.6 Explain how appropriate health care can promote personal health. • 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors. • 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors. • 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. • 2.8.1 Examine how the family influences the health of adolescents. • 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors. • 2.8.3 Describe how peers influence healthy and unhealthy behaviors. • 2.8.4 Analyze how the school and community can affect personal health practices and behaviors. • 2.8.5 Analyze how messages from media influence health behaviors. • 2.8.6 Analyze the influence of technology on personal and family health. • 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors. • 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors. • 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. • 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention. • 3.8.1 Analyze the validity of health information, products, and services. • 3.8.2 Access valid health information from home, school, and community. • 3.8.3 Determine the accessibility of products that enhance health. • 3.8.4 Describe situations that may require professional health services. • 3.8.5 Locate valid and reliable health products and services. • 4.8.1 Apply effective verbal and nonverbal communication skills to enhance

	health. • 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks. • 4.8.3 Demonstrate effective conflict management or resolution strategies. • 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others. • 5.8.1 Identify circumstances that can help or hinder healthy decision-making. • 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process. • 5.8.3 Distinguish when individual or collaborative decision-making is appropriate. • 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. • 5.8.5 Predict the potential short-term impact of each alternative on self and others. • 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision. • 5.8.7 Analyze the outcomes of a health-related decision. • 6.8.1 Assess personal health practices. • 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice. • 6.8.3 Apply strategies and skills needed to attain a personal health goal. • 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. • 7.8.1 Explain the importance of assuming responsibility for personal health behaviors. • 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. • 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others. • 8.8.1 State a health-enhancing position on a topic and support it with accurate information. • 8.8.2 Demonstrate how to influence and support others to make positive health choices. • 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools. • 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.
6-8 DESE Required: Child Sexual Abuse Prevention Education Standards	• Describe healthy ways to express affection, love, friendship, and concern and identify thoughts and feelings and how they relate to self-concept. • Compare and contrast the characteristics of healthy and unhealthy relationships. • Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. • Describe a range of ways people express affection within various types of relationships. • Explain the qualities of a healthy dating relationship. • Describe how power differences such as age, gender, socio-economic status, immigration status, race or unequal position (student/teacher, supervisor/employee) may impact relationships. • Recognize and describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. • Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence) and describe their impacts on sexual health. • Explain why a person who has been sexually harassed, abused, or assaulted

or has been victim of

incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator and is illegal.

- Define sex trafficking, sexual exploitation and gender-based violence.
- Describe and discuss situations and behaviors that constitute violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape).
- Also discuss why/how these violent behaviors are harmful and the potential short-term and long-term impact.
- Explain the role of bystanders in escalating, preventing or stopping violence or supporting the victim.
- Explain why individuals have the right to refuse sexual contact and no one has the right to touch anyone else in a sexual manner without consent.
- Explain the importance of talking with parents and/or other trusted adults about issues related to feelings, relationships, growth and development, sexual health, and interpersonal and sexual violence.
- Explain that a person who has been sexually assaulted, raped, or exploited is not at fault.
- Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships.
- Evaluate the impact of technology (e.g., use of smartphones, GPS tracking) and social media on relationships (e.g., consent, communication).
- Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they or someone they know are being sexually harassed, abused, assaulted, exploited or trafficked.
- Demonstrate communication skills that support healthy relationships.
- Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- Demonstrate effective skills to establish boundaries about the use of technology in relationships.
- Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation and trafficking.
- Evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications).
- Apply individual and collaborative decision-making processes related to sexual health safety situations, including active consent, sexual mistreatment, grooming, harassment, abuse, assault and exploitation.
- Develop a plan to stay safe when using social media
- Describe strategies a person could use, when it is safe to do so, to intervene when someone is being
 - sexually harassed or someone he or she knows
 - is perpetuating unhealthy or coercive behaviors.
- Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help.
- Describe ways to treat others with dignity and respect with a focus on respecting boundaries.
- Students will develop a plan for the school to promote dignity and respect for everyone (e.g., race, ethnicity, socio-economic status, gender identity, sexual orientation, differing abilities, immigration status, family structure).

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

	• Who or what influences health-related decisions? • How does one make good decisions for themselves? • How does substance use and abuse impact people's lives? • How does one manage peer pressure and use refusal skills? • How can one make informed health decisions using valid and reliable resources while recognizing their sources of influence? • What is the difference between gender identity, gender expression, and sexual orientation?
Enduring Understandings	• Students will evaluate the presence of each dimension of wellness in their lives. • Students will explain how their lifestyle choices affect their wellness. • Students will evaluate the effects of various influences on their health-related decisions. • Students will apply their knowledge of influences to make healthy decisions. • Students will evaluate their resources to ensure validity and relevance. • Students will recognize their own risk factors for substance abuse. • Students will demonstrate effective refusal skills. • Students will identify the parts of the endocrine and reproductive systems, as well as how their body changes during puberty. • Students will explain how to care for their reproductive health. • Students will recognize the effectiveness of contraceptives and that abstinence eliminates the risk of STIs and pregnancy. • Students will sequence the development of a fertilized egg from conception to birth. • Students will understand the importance of consent and what that might look like in personal relationships. • Students will evaluate the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e-mail, texting, websites, phone and tablet applications). • Students will learn how society may reinforce ways in which each gender should act and behave, to which a person may not always conform.
MO GLEs	• Relate a function of each endocrine gland (e.g., thyroid- metabolism; pituitary- master hormonal gland and height; adrenal- fight or flight; pancreas- insulin; ovaries- eggs; testes- sperm) and how it is impacted by lifestyle choices. FS1J8 • Describe the impact heredity and lifestyle choices have on the reproductive system functions and disease formation. Explain how to maintain a healthy reproductive system. Identify cancer signs and symptoms and explain the importance of monthly self-examinations. FSK18 • Explain the patterns of transmission, treatment (past and present), and prevention of HIV/AIDS. RA1E8
6-8 National Health Education Standards	• 1.8.1 Analyze the relationship between healthy behaviors and personal health. • 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. • 1.8.3 Analyze how the environment affects personal health. • 1.8.4 Describe how family history can affect personal health. • 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems. • 1.8.6 Explain how appropriate health care can promote personal health. • 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors. • 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors. • 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
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- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
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- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.
- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.3 Determine the accessibility of products that enhance health.
- 3.8.4 Describe situations that may require professional health services.
- 3.8.5 Locate valid and reliable health products and services.
- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
- 5.8.1 Identify circumstances that can help or hinder healthy decision-making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision-making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.
- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.
- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and

	schools. 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.
6-8 DESE Required: Child Sexual Abuse Prevention Education Standards	- Describe healthy ways to express affection, love, friendship, and concern and identify thoughts and feelings and how they related to self-concept. - Compare and contrast the characteristics of healthy and unhealthy relationships. - Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. - Describe a range of ways people express affection within various types of relationships. - Explain the qualities of a healthy dating relationship. - Describe how power differences such as age, gender, socio-economic status, immigration status, race or unequal position (student/teacher, supervisor/employee) may impact relationships. - Recognize and describe techniques that are used to coerce or pressure someone to engage in sexual behaviors. - Define interpersonal and sexual violence (e.g., sexual harassment, sexual assault, incest, rape, domestic violence) and describe their impacts on sexual health. - Explain why a person who has been sexually harassed, abused, or assaulted or has been victim of incest, rape, domestic violence, or dating violence is never to blame for the actions of the perpetrator and is illegal. - Define sex trafficking, sexual exploitation and gender-based violence. - Describe and discuss situations and behaviors that constitute violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape). - Also discuss why/how these violent behaviors are harmful and the potential short-term and long-term impact. - Explain the role of bystanders in escalating, preventing or stopping violence or supporting the victim. - Explain why individuals have the right to refuse sexual contact and no one has the right to touch anyone else in a sexual manner without consent. - Explain the importance of talking with parents and/or other trusted adults about issues related to feelings, relationships, growth and development, sexual health, and interpersonal and sexual violence. - Explain that a person who has been sexually assaulted, raped, or exploited is not at fault. - Analyze how peers, family, media, society, culture, and a person's intersecting identities can influence attitudes, beliefs, and expectations about relationships. - Evaluate the impact of technology (e.g., use of smartphones, GPS tracking) and social media on relationships (e.g., consent, communication). - Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they or someone they know are being sexually harassed, abused, assaulted, exploited or trafficked. - Demonstrate communication skills that support healthy relationships. - Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others. - Demonstrate effective skills to establish boundaries about the use of technology in relationships. - Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation and trafficking. - Evaluate the negative consequences of sending sexually explicit pictures or

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