2021

HEALTH EDUCATION CURRICULUM Grades 6-8

EAST PROVIDENCE SCHOOL

Curriculum Writers: Mike Kirkutis, Shane Messier, Kerri Scandura, Dan Cabral, Sarah Duarte 8/17/2021

HEALTH	BENCHMARKS	INSTRUCTIONAL	RESOURCES	ASSESSMENT
STANDARDS	(East Providence School District)	STRATEGIES	NEOOONOEO	EVIDENCE
STANDARDS	The student	Differentiates	Textbooks	STANDARDIZED
	The student	instruction by varying	• Choices Magazine	AND REQUIRED
1. Students will	1.1.1 Explains the relationship between positive health behaviors and the	the content, process,	Choices Magazine	• Validated
understand the	prevention of injury, illness, disease and premature death.	and product and	Supplementary	common tasks
concepts	Grade 6 REQUIRED TOPICS:	implementing	books/materials	(e.g. portfolio
related to	 concepts of physical activity, exercise, and performance-related fitness 	• tiered assignments	 Health Literacy for All 	task)
health	and health-related fitness; exercise and rest; aerobic exercise; positive	• jigsawing	Students (RIDE)	• Common
promotion and	contributions of physical activity to health (1, 1.1)	• pre/post assessments	 Comprehensive Health 	formative/
disease		• anchoring	Instructional	summative
prevention as a	 concept of intentional and unintentional injuries; magnitude of the injury 	• think/pair/share	Outcomes (RIDE)	assessments
foundation for	problem among various age groups; predictability of injuries (3, 1.1)	• cubing, etc.	1	
a healthy life.			Technology	SUGGESTED
	 link between breakfast and ability to learn and perform (4, 1.2) 	Facilitates best	• G Suite	
		practices of teaching	laptop/Chromebook	Anecdotal
1.1 <u>Health Content</u>	Grade 7 REQUIRED TOPICS:	that include:	Smart Board	records
<u>Areas</u>	 relationship of physical activity to reduction of risk for chronic disease; 	• student-centered	• cdc.gov • heart.org	
1. Personal	measures to reduce risk of heart disease; other benefits of various	experiential	• https://sites.google.co	Exhibits
Health	forms of physical activity (energy level, capacity to manage stress,	holistic	m/site/ephshpe/	EXMIDITS
2. Mental and	self-esteem); various forms of physical activity; principles of training	• authentic	• labmf.org (Lindsay	Graphic
Emotional	and conditioning for specific physical activities; physical activity and	• expressive	Ann Burke website	organizers
Health	weight management (1, 1.1)	reflectivesocial	dating violence)	or gurinzer 3
3. Injury Prevention	 various injuries - breaks, strains, sprains; head and spinal cord injury; 	social collaborative	marchofdimes.com	Interviews
4. Nutrition	weight-lifting injuries (3, 1.3)	democratic	 choosemyplate.gov 	Student to
5. Sexuality	weight-in this injuries (5, 1.5)	• cognitive	• namirhodeisland.org	student
and Family	 energy balance, healthy food choices, variety and moderation, major 	developmental	• pamstenzel.com	• Teacher to
life	nutrients, where in food pyramid specific nutrients are found, food	• constructivist/	 plannedparenthood.org 	student
6. Disease	sources for nutrients, US Dietary guidelines) (4, 1.1)	heuristic	 redcross.org 	 Student to
Control		challenging	 samaritansri.org 	third party
and	Grade 8 REQUIRED TOPICS:		• <u>teenhealth.org</u>	
Prevention	 the components of the male and female reproductive systems; the role 	Addresses multiple	• <u>thriveri.o</u> rg	Journals/logs
7. Substance	these structures have in reproduction (testes, urethra, penis, accessory	intelligences	• www.shapeamerica.gov	
Use and	glands, uterus, ovaries, fallopian tubes, vagina, etc.); pregnancy;	(instructional strategies)	• www.cancer.org	Multiple
Abuse	possibility of pregnancy with genital intercourse; fertilization, prenatal	1	 www.healthy.net www.innerbody.com 	Intelligences
Prevention	development and human birth; role of X and Y chromosomes in	Facilitates the use of	<u>www.innerboay.com</u> www.nutritionexplorati	assessments (e.g. role playing -
	determining baby's gender) (5, 1.1)	graphic organizers:		bodily kinesthetic,
]]	Part and the first and the fir	sequence organizers	ons.org • www.ride.ri.gov	graphic organizing
	link between breakfast and ability to learn and perform, energy needs, plusislasical function of learn and perform, energy needs, plus is larger and function of learn and perform, energy needs, plus is larger and function of learn and perform, energy needs, plus is larger and function of learn and perform, energy needs, plus is larger and function of learn and perform, energy needs, plus is larger and function of learn and perform, energy needs, plus is larger and function of learn and perform and per	(chains, cycle), concept	• www.stopbullying.gov	- visual.
]]	physiological function of key nutrients; variety of nutrient requirements	development (mind map),	• youthprideri.org	collaboration-
]]	based on gender, age activity level; nutrients and chronic disease (4,	compare/contrast	• www.edpuzzle.com	interpersonal,
]]	1.2)	organizers (Venn diagrams, comparison	• Plickers	etc.)
	<u>Communicable diseases</u> : (definition of HIV/AIDS, sexually transmitted	charts), organizers (word	• www.kahoot.com	,
]]	diseases (STD)/sexually transmitted infections (STI) signs, symptoms,	web, concept map),	Brain Pop	Oral
	incubation periods, disease agents, transmission and health risks; testing	evaluation organizers		
	incubation periods, discuse agents, it distills sion and neutrit risks, resting	1 Standarion of guillizers	I	1

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and treatment options; specific STD/STI -- gonorrhea, chlamydia, genital warts/condyloma); other communicable diseases (e.g. TB, hepatitis, influenza, meningitis) (6, 1.1)

Non-communicable diseases: (cardiovascular disease (heart attack, stroke, high blood pressure, hypertension); risk factors related to heart disease; effects of cigarette smoking on body systems; cancer; stress and its relationship to heart disease, ulcers, and other disorders; physically challenged individuals (6, 1.1)

Describes the interrelationship of mental, emotional, social and physical 1.1.2 health during adolescence.

Grade 6

REQUIRED TOPICS:

- social and emotional benefits of physical activity and overall personal wellness (1, 1.2)
- self-image; personal qualities and characteristics; how to assess self; personal development over time; capacity and potential for personal growth & change; emotional changes of adolescence; complex emotional states (2.1.1)
- peer pressure; family and social expectations, bullying (2, 1.3)
- how body image affects feelings and behaviors; feelings about body changes; role of heredity, environment and health habits in personal appearance; development of sexual and romantic feelings in many people during puberty; gender roles and gender role stereotyping; how talents, characteristics, strengths and hopes are equally found in boys and girls; value of non-sexual relationships; characteristics of good friends; dating; types of dating; family views regarding dating; difference between like, infatuation and love (5, 1.2)
- positive health habits; effects of heredity on health status (6, 1.2)
- patterns of alcohol, tobacco and caffeine use; peer pressure; effect of individual use on family and society (7, 1.2)

Grade 7 REQUIRED TOPICS:

personal stress-inducing situations; how decisions are affected by mental and emotional health (2.1.4)

Grade 8 REQUIRED TOPICS:

sexual health including its enhancement of life and relationships; people as sexual beings with a sexual identity; definition of masturbation; definition of sexual orientation; theories which explain sexual orientation, coming out, homophobia, dating and dating violence (5, 1.2)

(charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)

Facilitates integration of the applied learning standards

- problem solving
- communication
- critical thinking
- research
- reflection/ evaluation

Applies best practice of teaching health education:

- focuses on clear health aoals and related behavioral outcomes
- · is research-based and theory-driven
- addresses individual values and group norms that support health-enhancing behaviors
- focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors
- addresses social pressures and influences
- · builds personal competence, social competence and efficacy by addressing skills
- provides functional health knowledge that is basic, accurate, and

Materials

• Kit -American Heart Association Schoolsite Program

School library

DVDs

- Personal Health
- Mental and Emotional Health
- **Injury Prevention**
- Nutrition
- Sexuality and Family life
- Disease Control and Prevention
- Substance Use and **Abuse Prevention**

School/Community

- School nurse
- Student Assistance Counselor
- School Resource Officer

Rubrics/checklist

- Health decision-mak
- School-wide rubrics (writing, oral communicati on, etc.)

Performance-bas ed tasks

Self-assessment

Self and peer evaluation

Tests and guizzes

Written responses (ELA Common Core)

- Arguments
- Informative
- · Responding to informational

short- and long-term effects of disease (6, 1.2) 1.1.3 Explains how health is influenced by the interaction of body systems. Grade 6 REQUIRED TOPICS: components of the male and female reproductive systems; the role these structures have in reproduction (testes, urethra, penis, accessory glands, uterus, ovaries, fallopian tubes, vagina, etc.); role of endocrine students directly contributes to health promoting decisions and behaviors uses strategies designed to personalize information and engage students	
1.1.3 Explains how health is influenced by the interaction of body systems. Grade 6 REQUIRED TOPICS: • components of the male and female reproductive systems; the role these structures have in reproduction (testes, urethra, penis, accessory information and engage	
Grade 6 REQUIRED TOPICS: • uses strategies designed to personalize information and engage	
components of the male and female reproductive systems; the role designed to personalize these structures have in reproduction (testes, urethra, penis, accessory information and engage	
these structures have in reproduction (testes, urethra, penis, accessory information and engage	
	i
system; secondary sex characteristics; range of puberty; menstruation; • provides	
nocturnal emissions (5, 1.1) age-appropriate and	
developmentally	
Grade 7 REQUIRED TOPICS: appropriate	
 circulatory system - anatomy and physiology; factors affecting health of information, learning the circulatory. system (e.g. substances, heredity, diet, etc.); what to do strategies, teaching 	
when heart stops beating (1, 1.3) When heart stops beating (1, 1.3) when heart stops beating (1, 1.3)	
• incorporates learning	
 eustress and distress; anxiety; body's adaptations to stressors (2, 1.2) 	
methods, and materials	
• proper nutrition affects the interaction of body systems (4, 1.3) that are culturally	
inclusive	
 individual physiological, psycho-social and environmental influences on provides adequate time for instruction and 	
learning	
Grade 8 REQUIRED TOPICS: • provides opportunities	
• <u>Communicable disease:</u> cycle of infection; nature of viruses; how viruses to reinforce skills and	
and bacteria attack body cells; immune system; common methods of positive health	
disease transmission; how infections can spread through the body; behaviors	
effect of STDs on the body (6, 1.3) • provides opportunities to make connections	
• Non-communicable disease: effect of lifestyle on the development of with influential others	
chronic disease (e.g., heart disease, cancer); effect of lifestyle on • includes teacher	
health.) (6, 1.3) information and plans	
for professional	
individual physiological, psycho-social and environmental influences on development and	
effects chemical substances; short- and long-term effects of tobacco, training that enhances	
alcohol and caffeine; habits; dependency; tolerance; addiction; instruction and student withdrawal (7, 1,1)	
 respiratory system - anatomy and physiology; examples of respiratory 	
diseases and their effects; process for resuscitation; ways to protect	
the respiratory system; changes in body systems as fitness improves;	
digestive system - anatomy and physiology; factors affecting health of	
the digestive system, e.g. chemical substances, diseases and disorders; oral health and the impact on personal appearance, speech, nutritional	
status and social relationships; oral disorders, e.g. gingivitis, tooth	
decay; prevention strategies; vision and hearing - anatomy and	
physiology; assessing eye/vision and ear/hearing health; correcting	
vision & hearing; protecting vision and hearing) (1, 1.3)	

1.1.4 a <u>Grade 6</u>	Describes how family, peers and environment influence the health of adolescents. REQUIRED TOPICS: • food choices; high fat/low fat foods; benefits of exercise (4,1.4a)	
	 families in present-day society; patterns in US; separation, divorce and how children deal with their feelings about it; responsibilities and privileges inherent in family; responsible parenting; seriousness and long-term nature of having and/or raising a child; why some people choose not to have children (5, 1.3) 	
	 family history; current statistics regarding physical activity among adolescents; food choices; availability of resources for engaging in healthy behaviors) how improvements in the environment improve personal health; how improvements in the environment enhance personal and community health (1, 1.4) 	
Grade 7	REQUIRED TOPICS: NONE	
Grade 8	REQUIRED TOPICS: • short- and long-term effects of disease on individuals, family and society; behaviors and other factors which place an individual at risk for certain diseases, e.g. HIV; heart disease; cancer; personal, family and economic impact of disease; contributions to society by individuals who are physically challenged (6, 1.4)	
1.1.4b <u>Grade 6</u>	Analyzes how environment and personal health are interrelated. REQUIRED TOPICS: • weather, electrocution, fire, poison, firearms and other weapons (3, 1.2)	
	• use of safety equipment; signs & symptoms of child abuse (3, 1.4)	
	 needs of adolescents; self-esteem; influence of needs on behaviors; meeting needs in a healthy way; dealing effectively with negative feelings. (7, 1.4) 	
Grade 7	REQUIRED TOPICS: • food processing, safety and preparation; healthful ways to cook (4, 1.4.b)	
Grade 8	REQUIRED TOPICS: • access to substances; legal issues related to youth access to substances (7, 1.3)	
1.1.5	Describes ways to reduce risks related to early adolescent health	

problems. Grade 6 REQUIRED TOPICS: • sleep requirements; fatigue - prevention and treatment; sedentary lifestyle (1 1.5)
importance of early diagnosis and treatment; medical attention, risky behaviors, maintenance of healthy habits, including hygiene, proper nutrition, physical activity (6, 1.5)
Grade 7 REQUIRED TOPICS: • nutrition and athletic performance - myths and facts (1, 1.5)
emotional needs of adolescents; influence of needs on behaviors (2, 1.5)
dieting; weight management (4, 1.5)
Grade 8 REQUIRED TOPICS: • abstinence from sexual intercourse as the acceptable form of sexual expression for pre-teenagers and adolescents; need for adolescents to set limits regarding sexual expression (5, 1.4)
HIV infection: people with HIV may not look or feel sick; incubation period of approximately 6 months; virus remains in body throughout life; sexual orientation is not the cause of HIV and AIDS (6, 1.5)
HIV transmitted through: exposure to infected body fluids including: a) semen and vaginal secretions; b) blood (sharing IV drug needles, using unsterile needles for steroids, body piercing, blood bothers, etc.) and c) from and infected mother to her child before or during childbirth and/or through breast milk (6, 1.5)
HIV not transmitted: through casual contact - hugging, sneezing, sharing eating utensils and drinking cups, playing or speaking with an infected
person; (Individuals with HIV often develop illnesses and other diseases that healthy people normally do not get; a diagnosis of AIDS means an individual has one or more serious illness such as Kaposi's sarcoma, lymphomas; wasting syndrome; AIDS-related dementia, endocervical cancer, chronic yeast infections, or the T-cell count is under 200 (6, 1.5)
environmental - positive behaviors to protect, conserve and improve the environment for the prevention of illness (6, 1.5)
HIV transmission; ATOD dependency; classification of drugs by effect, by use, by how sold; independent, additive, synergistic and antagonistic drug effects (7, 1.5)

	1.1.6 Explains how appropriate health care can prevent premature death and disability. GRADE 6 REQUIRED TOPICS: • when to seek medical care (3, 1.5) GRADE 7 REQUIRED TOPICS: • when to seek medical care; basic first aid; treating seizures, hypothermia, heat stroke, heat exhaustion; Heimlech maneuver; basic CPR (3, 1.5) GRADE 8 REQUIRED TOPICS: • contraception as a means to prevent pregnancy; methods; advantages and disadvantages, etc.; choices when a woman is faced with an unintended pregnancy - e.g. raise the child, adoption, abortion; the crime of rape as forced intimate sexual conduct (5, 1.5) 1.1.7 Describes how lifestyle, family history, pathogens and other risk factors are related to the cause or prevention of disease and other health problems. GRADE 6 REQUIRED TOPICS: • relationship between chronic disease and nutrition; food handling and safety; personal wellness (4, 1.6) • distinguish among illness, disease and health; relationship between positive feelings of self and taking care of one's body; disease causing agents; factors which contribute to disease and infection; difference between communicable and non-communicable disease; how diseases and disorders affect feelings and actions (6, 1.1) GRADE 7 REQUIRED TOPICS: • relationship between chronic disease and nutrition; food handling and safety; personal wellness (4, 1.6)	
	The student	•
2. Students will demonstrate the ability to access valid health information and health-promotin g products and services.	2.1.1 Grade 6 Analyzes the validity of health information, products, and services. REQUIRED TOPICS: identify and access appropriate resources for teens to answer questions or concerns about puberty and growing up, relationship and family issues (5, 2.1) substance abuse prevention information and services (7, 2.2) Grade 7 REQUIRED TOPICS: sources of information (3, 2.1)	

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2.1.3	Analyzes how media influences the selection of health information,	\Box
Gnada 6	products and services. REQUIRED TOPICS:	
<u>orude o</u>	use of roles models; celebrities in advertising and other advertising	
	strategies (2, 1.3)	
	and continuous and cold process time (2, 2, 2)	
	advertising and self-perception (2, 2.3)	
	advertising and ATOD use (7, 2.4)	
Grade 7	REQUIRED TOPICS:	
	use of roles models; celebrities in advertising and other advertising	
	strategies (2,1.3)	
	advertising and self-perception (2, 2.3)	
	advertising and ATOD use (7, 2.4)	
Grade 8	REQUIRED TOPICS:	
<u>Ortude o</u>	use of roles models; celebrities in advertising and other advertising	
	strategies (2,1.3)	
	advertising and ATOD use (7, 2.4)	
	advertising and ATOD use (7, 2.1)	
2.1.4	Locates health products and services.	
Grade 6	 REQUIRED TOPICS: sources of mental health support and services (2, 2.4) 	
	30d ces of Methal Neurith Support and Services (2, 2.4)	
	substance abuse prevention services, sources of support and services	
	(7, 2.1)	
<u>Grade 7</u>	REQUIRED TOPICS:	
	 sources of mental health support and services (2,2.4) why "special foods" and supplements are generally unnecessary (4,2.3) 	
	 substance abuse prevention services, sources of support and services 	
	(7, 2.1)	
Grade 8	REQUIRED TOPICS:	
Stade 0	sources of mental health support and services (2, 2.4)	
	substance abuse prevention services, sources of support and services	
	(7, 2.1)	
2.1.5	Compares the costs and validity of health products.	
Grade 6	REQUIRED TOPICS:	
	 quackery (2,1.4) quackery; consumerism (3,2.3) 	
	quacher y, consumer sim (3, 2.3)	

Grade 7 REQUIRED TOPICS: • cost and nutritional values of various foods (4, 2.4)
Grade 8 ■ cost of ATOD, e.g. the cost of tobacco during 1 year, raising a child
2.1.6 Describes situations requiring professional health services. Grade 6 REQUIRED TOPICS: • child abuse; when to call for medical help: traffic related injuries; falls resulting in head injury; substance use; burns; water/boating injuries; sports injuries; weapons; poison (3, 2.4)
 pregnancy, assistance with issues surrounding dating violence, rape, sexual abuse, etc. (5, 2.4)
Grade 7 REQUIRED TOPICS: injuries; athletic training; health practices harmful to self or others (2, 1.5)
 stress; substance use; depression and other mental and emotional distress as treatable conditions (2, 2.5)
 child abuse; when to call for medical help: traffic related injuries; falls resulting in head injury; substance use; burns; water/boating injuries; sports injuries; weapons; poison (3, 2.4)
• special diets for diabetes, food safety (4, 2.5)
 pregnancy, assistance with issues surrounding dating violence, rape, sexual abuse, etc. (5, 2.4)
 stress; substance use; stages of alcohol and drug dependency; ATOD dependence as treatable conditions (7, 2.5)
Grade 8 REQUIRED TOPICS: • stress; substance use; depression and other mental and emotional distress as treatable conditions (2, 2.5)
 child abuse; when to call for medical help: traffic related injuries; falls resulting in head injury; substance use; burns; water/boating injuries; sports injuries; weapons; poison (3, 2.4)
pregnancy, assistance with issues surrounding dating violence, rape, sexual abuse, etc. (5, 2.4)

 when to seek help for illness; identify testing procedures for STDs; diagnosis of HIV through testing procedures, e.g. ELISA test, Western Blot test; basic treatments available for people with HIV and AIDS, e.g. medications, lifestyle changes, dealing with hazardous materials, e.g. chemicals, broken glass or metals, asbestos or other potentially harmful situations (6, 2.3) stress; substance use; stages of alcohol and drug dependency; ATOD dependence as treatable conditions (7, 2.5)
2.1.7 Explains roles played by different health providers. Grade 6 REQUIRED TOPICS: • role of counselors in addressing mental health issues; treatment for mental health issues; programs promoting mental and emotional health (2, 2.6)
 role of public safety officers/police, fire; EMT/rescue workers, etc. (3, 2.5)
professional health care providers, trusted adults, faith communities and other resources available for someone with questions about sexuality and growing up (5, 2.3)
Grade 7 REQUIRED TOPICS: • role of counselors in addressing mental health issues; treatment for mental health issues; programs promoting mental and emotional health (2, 2.6)
• counseling for weight management; nutrition and sports (4, 2.6)
 professional health care providers, trusted adults, faith communities and other resources available for someone with questions about sexuality and growing up (5, 2.3)
role of counselors in addressing substance use issues; treatment for substance use; substance abuse prevention programs (7, 2.6)
Grade 8 REQUIRED TOPICS: ■ role of counselors in addressing mental health issues; treatment for mental health issues; programs promoting mental and emotional health (2, 2.6)
• role of health care providers (e.g. physicians, nurses, etc.) in puberty, maturing, contraceptive decision making and other reproductive health, sexuality and family life issues (5, 2.2)

	 role of counselors in addressing substance use issues; treatment for 	
	substance use; substance abuse prevention programs (7, 2.6)	
	The student	1.
3. Students will	3.1.1 Explains the importance of assuming responsibility for personal health	
demonstrate the ability to	behaviors. Grade 6 REQUIRED TOPICS	
practice	• physical activity, hygiene, and care of the body. (1,3.1)	
health-enhancin	p.//oreal activity, tryglene, and call coly the 2007. (-,0:-)	
g behaviors and	 influence of feelings, self -concept on behaviors (2,3.1) 	
reduce health		
risks.	safety laws and rules for home, play areas, school; impact of injury on	
	the family, the individual and society (3,3,1)	
3.1 <u>Health Content</u>	 related to puberty and reproductive health: ways for males and females 	
Areas	to maintain healthy habits during puberty (5,3.1)	
1. Personal		
Health	 influence of feelings on behaviors; consequences) (7, 3.1) 	
2. Mental and Emotional	Grade 7 REQUIRED TOPICS	
Health	• eating behaviors (4, 3.1)	
3. Injury	Garring Boriations (1, 6.2)	
Prevention	 influence of feelings on behaviors; consequences (7, 3.1) 	
4. Nutrition		
5. Sexuality	Grade 8 REQUIRED TOPICS	
and Family life	 related to puberty and reproductive health: good health behaviors for a woman who is pregnant (5,3.1) 	
6. Disease	a woman who is pregnant (3,5.1)	
Control	 young people postponing sexual activity e.g. reducing consequences 	
and	associated with early onset of sexual activity (5, 3.5)	
Prevention 7		
7. Substance Use and	 influence of feelings on behaviors; consequences (7, 3.1) 	
Abuse	3.1.2 Analyzes personal health habits to determine health strengths and risks.	
Prevention	Grade 6 REQUIRED TOPICS:	
	 level of physical activity; errors in personal movement patterns ,e.g. 	
	posture; knowing when to revise activity level (1, 3.2)	
	 which could lead to injury: recreational, leisure, home, occupational 	
1 1	(3,3.2)	
	 ways people can be proud of their special qualities; impact of body image 	
	on emotions and behaviors; assuming responsibility for personal	
	behaviors, including sexual behaviors (5, 3.2)	
	Grade 7_REQUIRED TOPICS	
· ·	•	

 positive, negative stress; universality of stress; ways to deal with stress (2, 3.2)
• eating habits fast food restaurants (4, 3.2)
 Grade 8 REQUIRED TOPICS: NONE assuming responsibility for personal behaviors, including sexual behaviors (5, 3.2) ways to deal with stress (2, 3.2)
3.1.3 Distinguishes between safe and risky or harmful behaviors. <u>Grade 6 REQUIRED TOPICS</u>
 potential risks related to physical activity and the environment, e.g. conflict resolution (1, 3.3)
 personal strengths; assuming responsibility for behavior choices (2, 3.3)
 personal lifestyle and environmental risks; recreational risks; eliminating hazards (3, 3.3)
Grade 7 REQUIRED TOPICS: • potential risks related to physical activity and the environment e.g. conflict resolution (1, 3.3)
 personal strengths; assuming responsibility for behavior choices (2, 3.3)
personal lifestyle and environmental risks; recreational risks; eliminating hazards (3, 3.3)
• food safety (4, 3.3)
Grade 8 REQUIRED TOPICS: • potential risks related to physical activity and the environment, e.g. conflict resolution (1,3.3)
 personal strengths; assuming responsibility for behavior choices (2.3.3)
 personal lifestyle and environmental risks; recreational risks; eliminating hazards (3, 3.3)
 needle sharing, body piercing; steroid use; universal precautions; use of latex barriers, i.e. condoms, to help prevent HIV, STD transmission (6, 3.)1
abstinence from sexual intercourse is the best way to prevent pregnancy; social, emotional, economic and physical risks of adolescent

pregnancy and parenthood for both males and females; there are many kinds of relationships based on love and like but no one should expect you to do anything sexual as an outcome of the relationship (5, 3.3)
• dangers of experimentation with substances (7, 3.2)
3.1.4 Demonstrates strategies to improve or maintain personal and family health.
 Grade 6 REQUIRED TOPIC: mental health promotion strategies to improve or maintain personal and family health: avoiding risky situations; roles and responsibilities of adolescence; maturity (2, 3.4)
 disease prevention strategies to improve or maintain personal and family health: basic hygiene practices (6, 3.2)
 substance abuse prevention strategies to improve or maintain personal and family health: avoiding risky situations; roles and responsibilities of adolescence; maturity (7, 3.3)
Grade 7 REQUIRED TOPICS: • potential risks related to physical activity and the environment (1,3.3)
 mental health promotion strategies to improve or maintain personal and family health: avoiding risky situations; roles and responsibilities of adolescence; maturity (2, 3.4)
 Grade 8 REQUIRED TOPICS: mental health promotion strategies to improve or maintain personal and family health: avoiding risky situations; roles and responsibilities of adolescence; maturity (2, 3.4)
nutrition strategies to improve or maintain personal and family health; food storage and preparation; family meals (4, 3.4)
disease prevention strategies to improve or maintain personal and family health: abstinence from sexual intercourse as one way to prevent exposure to HIV (6, 3,2)
3.1.5 Develops injury prevention and management strategies for personal, family and community health. Grade 6 REQUIRED TOPICS:
 use of safety equipment - helmets, pads, reflective gear, railroad safety (3, 3.4)
home safety programs; motor-vehicle safety; emergency preparedness; confronting a life-threatening situation; role of legislation, regulation

	and enforcement; environmental change - e.g. pool fencing, sidewalks; product modification; education (3, 3.5)	[
	Grade 7_REQUIRED TOPICS: NONE	1		'
	Grade 8 REQUIRED TOPICS: o influence of alcohol, drugs on behavior, reason & judgment (3, 3.4)			
	3.1.6 Identifies and demonstrates ways to avoid and reduce threatening situations. Grade 6 REQUIRED TOPICS: o refusal skills; setting limits; assertive communication (2, 3.6)			
	o retusal skills; setting limits; assertive communication (2, 3.6) o sexual abuse and sexual assault (5, 3.6)	1		!
	o refusal skills; assertive communication (7, 3.4)	1		
	Grade 7_REQUIRED TOPICS: • refusal skills; setting limits; assertive communication (2,3.6)			!
	 identify and use ways to reduce and/or avoid threatening situations including sexual abuse and sexual assault (5, 3.6) 			
	 refusal skills; assertive communication (7, 3.4) 	1		
	Grade 8 REQUIRED TOPICS:	1		
	 refusal skills; setting limits; assertive communication (2, 3.6) 	1		
	 sexual abuse and sexual assault (5, 3.6) 	1		
	 refusal skills; assertive communication (7, 3.4) 	1		
	3.1.7 Develops and applies appropriate ways of managing conflict and specific stressful situations (grades 6, 7, and 8).			
 	The student	Differentiates		
4. Students will analyze the influence of culture, media, technology and	 4.1.1 Describes the influence of cultural beliefs on health behaviors and the use of health services. Grade 6 REQUIRED TOPICS: physical activity practices; use of physical activity services; expressions of culture through various forms of physical activity - e.g. dance, food selection and other practices (1, 4.1) 	instruction by varying the content, process, and product and implementing • tiered assignments • jigsawing • pre/post assessments		

other factors		• anchoring
on health	 family and community injury prevention practices (3, 4.1) 	think/pair/share
		• cubing, etc.
	 marriage, divorce, relationships, parenthood; factors which have 	Submig, c.o.
4.1 <u>Health Content</u>	significantly influenced family patterns through time (5, 4.1)	Facilitates best
	significantly influenced funity partierns the ough time (3, 4.1)	practices of teaching
Areas	at a section of the s	1'
1. Personal	 stereotyping groups and illnesses such as country of origin, 	that include:
Health	socioeconomic status (6, 4.1)	• student-centered
2. Mental and		experiential
Emotional	 self-concept; the use of substances in various cultures (7, 4.1) 	holistic
Health		• authentic
3. Injury	Grade 7 REQUIRED TOPICS:	• expressive
Prevention	 respect to nutritional differences and behaviors (4, 4.1) 	• reflective
4. Nutrition		• social
5. Sexuality	 marketing and advertising of ATOD; influence of psycho-social and 	collaborative
and Family	environmental factors on substance use (7, 4.2)	democratic
life		• cognitive
6. Disease	Grade 8 REQUIRED TOPICS:	developmental
Control	• sexual and reproductive health; use of contraception; prenatal care (5,	• constructivist/
and	4.1)	heuristic
Prevention	1.2)	• challenging
7. Substance	 stereotyping groups and illnesses such as country of origin, 	Chancinging
Use and	socioeconomic status, sexual orientation (6, 4.1)	Addresses multiple
	Socioeconomic Status, Sexual orientation (6, 4.1)	
Abuse		intelligences
Prevention	 self-concept; the use of substances in various cultures (7 4.1) 	(instructional strategies)
	Land to the control of the control of	
	marketing and advertising of ATOD; influence of psycho-social and	Facilitates the use of
	environmental factors on substance use (7, 4.2)	graphic organizers:
	4.1.2 Analyzes how positive and negative messages from media and other	sequence organizers
	resources influence health behaviors.	(chains, cycle), concept
	Grade 6_REQUIRED TOPICS:	development (mind map),
	 role models using safety equipment or engaged in physical activity; 	compare/contrast
	addressing violence in sports (1, 4.2)	organizers (Venn
		diagrams, comparison
	 media portrayal of violence and aggression; influence of psycho-social & 	charts), organizers (word
	environmental factors on substance use (2, 4.2)	web, concept map),
		evaluation organizers
	 role models using safety equipment TV & movie violence (3, 4.2) 	(charts, scales),
	יייים יייים אווייים אוויים אווייים אוויים או	categorize/classify
	 gender roles; body image (5, 4.3) 	organizers (categories,
	gender Fores, body image (3, 7.3)	tree) relational
	Grade 7 REQUIRED TOPICS:	organizers (fish bone, pie
	role models using safety equipment or engaged in physical activity;	chart)
	addressing violence in sports (1, 4.2)	
		Facilitates integration of
	 media portrayal of violence and aggression; influence of psycho-social & 	the applied learning
	environmental factors on substance use (2, 4.2)	standards

Curriculum Writers: Michael Kirkutis, Kerri Scandura, Shane Messier, Dan Cabral, Sarah Duarte

advertising and food choice (4, 4.2)	problem solving communication critical thinking
Grade 8 REQUIRED TOPICS:	• research
 role models using safety equipment or engaged in physical activity; addressing violence in sports (1, 4.2) 	• reflection/ evaluation
	Applies best practice of
 media portrayal of violence and aggression; influence of psycho-social & environmental factors on substance use (2, 4.2) 	teaching health education:
(,,	• focuses on clear health
 decision-making about sexual health; peer influence on health choices; 	goals and related
establishing guidelines for one's own sexual behavior; influence of media,	behavioral outcomes
peers and community on one's understanding of healthy relationships;	• is research-based and
similarities and differences in male and female gender roles; masculinity, femininity, choices and opportunities for males and females;	theory-driven addresses individual
unrealistic or negative images presented in gender role stereotyping (5,	values and group norms
4.2)	that support
, ,	health-enhancing
 use of contraceptives, etc. (5, 4.3) 	behaviors
	focuses on increasing
 mixed messages received by adolescents regarding sexual behaviors (6, 	personal perceptions of
4.2)	risk and harmfulness of engaging in specific
4.1.3 Analyzes the influence of technology on personal or family health.	health risk behaviors
Grade 6 REQUIRED TOPICS:	and reinforcing
 advances in the quantity of information e.g. print, electronic; quality of 	protective factors
safety equipment and devices; health status measurement devices	addresses social
(1,4.3)	pressures and
diana and all an arish a manda da a manda a manda a fara a a line a manda a fara a a line a manda a ban	influences
 disposable" society; product packaging; reusing/recycling products; streamlined economy through electronic buying and selling reduces use 	builds personal competence, social
of autos, use of paper, etc. (1, 4.3)	competence and
01 da100, d50 01 paper, 010. (2, 1.0)	efficacy by addressing
 advances in the quality of safety equipment and devices; the Internet as 	skills
a source of safety information (3, 4.4)	provides functional
0 1 7 0501/705 707/40	health knowledge that
Grade 7 REQUIRED TOPICS:	is basic, accurate, and
 advances in the quantity of information e.g. print, electronic; quality of safety equipment and devices; health status measurement devices 	directly contributes to health promoting
(1,4.3)	decisions and behaviors
(2,1.0)	uses strategies
 disposable" society; product packaging; reusing/recycling products; 	designed to personalize
streamlined economy through electronic buying and selling reduces use	information and engage
of autos, use of paper, etc. (1, 4.3)	students
the state of the forth of the state of the s	• provides

age-appropriate and developmentally

advances in the quality of safety equipment and devices; the Internet as a source of safety information (3, 4.4)

4.1.4	 technology on nutrition (4,4.3) REQUIRED TOPICS: advances in the quantity of information e.g. print, electronic; quality of safety equipment and devices; health status measurement devices (1,4.3) disposable" society; product packaging; reusing/recycling products; streamlined economy through electronic buying and selling reduces use of autos, use of paper, etc. (1, 4.3) advances in the quality of safety equipment and devices; the Internet as a source of safety information (3, 4.4) sexual health behaviors: genetics; alternative fertilization methods; reproductive technology (5, 4.4) influence of technology on substance use (7, 4.3) Analyzes how information from peers influences and affects health choices. REQUIRED TOPICS: pressure to engage in risky behaviors; level of physical activity among peers (1, 4.4) preventing injuries (3, 4.4) affects food choices (4, 4.4) choices about engaging in behaviors which can transmit disease (6, 4.3)	appropriate information, learning strategies, teaching methods and materials • incorporates learning strategies, teaching methods, and materials that are culturally inclusive • provides adequate time for instruction and learning • provides opportunities to reinforce skills and positive health behaviors • provides opportunities to make connections with influential others • includes teacher information and plans for professional development and training that enhances instruction and student learning	
		provides opportunities	
	-	with influential others	
	choices.		
Grade 6			
		training that enhances	
	 preventing injuries (3, 4.4) 	learning	
	• substance use (7, 4.4)		
Grade 7	 Pressure to engage in risky behaviors; level of physical activity among peers (1, 4.4) 		
	 preventing injuries (3, 4.4) 		
	• food choices (4, 4.4)		
	• substance use (7, 4.4)		
Grade 8	 REQUIRED TOPICS: peer pressure to engage in risky behaviors; level of physical activity among peers (1, 4.4) 		

		 preventing injuries (3, 4.4) 	
		,	
		 sexual health behavior: genetics; alternative fertilization methods; 	
		reproductive technology (5, 4.5)	
		reproductive technology (5, 4.5)	
		(7.4.4)	
		 regarding substance use (7, 4.4) 	
		The student	Differentiates
			instruction by varying
	Students will	5.1.1 Demonstrates effective verbal & non-verbal communication skills to	the content, process,
	demonstrate	enhance health.	and product and
•	the ability to	Grade 6 REQUIRED TOPICS:	implementing
	use	 healthy ways to express needs, wants and feelings (1, 5.1) 	tiered assignments
i	interpersonal		• jigsawing
	communication	 mental health: listening skills; assertiveness; "I" statements; how 	• pre/post assessments
!	skills to	problem-solving requires communication skills (2,5.1)	• anchoring
	enhance health.		• think/pair/share
		 prevention of substance use: listening skills; assertiveness; "I" 	• cubing, etc.
		statements; how problem-solving requires communication skills (7,5.1)	
5.1	Health Content	- I	Facilitates best
	Areas	 personal choices of expression should be respected for all individuals; 	practices of teaching
1 7	1. Personal	ways for pre-teenagers and teens to talk with their parents, other	that include:
	Health	trusted adults and significant others about questions or concerns	• student-centered
	2. Mental and	regarding sexuality issues (5, 5.1)	• experiential
	Emotional	(0, 0.2)	• holistic
	Health	 prevent transmission of disease: listening skills; assertiveness; "I" 	• authentic
	3. Injury	statements; setting limits (6,5.1)	• expressive
	Prevention	Statements, serving mints (e,c.r)	• reflective
	4. Nutrition		• social
	5. Sexuality	Grade 7 REQUIRED TOPICS:	• collaborative
	and Family	mental health: listening skills; assertiveness; "I" statements; how	• democratic
	life	problem-solving requires communication skills (2,5.1)	• cognitive
	6. Disease	problem-solving requires communication skins (2,0.1)	developmental
- ['	6. Disease Control	nnovention of injune listening skills, assentiveness, "T" statements been	o constructivist/
1		• prevention of injury: listening skills; assertiveness; "I" statements; how	1
1	and	problem-solving required communication skills (3, 5.1)	heuristic
l .	Prevention		• challenging
	7. Substance	 communicate food preferences in a health-enhancing way (4, 5.2) 	
	Use and		Addresses multiple
	Abuse	prevention of substance use: listening skills; assertiveness; "I"	intelligences
	Prevention	statements; how problem-solving requires communication skills (7,5.1)	(instructional strategies)
		demonstrate describe health. Condain a social contact (A E 4)	Carilitate a the constant
		 demonstrate choosing healthy foods in a social context (4, 5.1) 	Facilitates the use of
			graphic organizers:
		 prevent transmission of disease:: listening skills; assertiveness; "I" 	sequence organizers
		statements; setting limits (6,5.1)	(chains, cycle), concept
			development (mind map),
		Grade 8 REQUIRED TOPICS:	compare/contrast

Curriculum Writers: Michael Kirkutis, Kerri Scandura, Shane Messier, Dan Cabral, Sarah Duarte

•	mental: listening skills; assertiveness; "I" statements; how
	problem-solving requires communication skills (2,5.1)

- prevention of substance use: listening skills; assertiveness; "I" statements; how problem-solving requires communication skills (7,5.1)
- personal choices of expression should be respected for all individuals; ways for pre-teenagers and teens to talk with their parents, other trusted adults and significant others about questions or concerns regarding sexuality issues (5,5.1)
- prevent transmission of disease: listening skills; assertiveness; "I" statements; setting limits (6,5.1)

5.1.2 Describes how the behavior of family and peers affects interpersonal communication.

Grade 6 REQUIRED TOPICS:

- influence of self-perception on interactions with others; abuse; neglect; spreading rumors (2,5.2)
- relationships: influence of self-perception on interactions with others; abuse; neglect; using violence to express emotions and resolve conflict; effect on choices (3,5.2)

Grade 7 REQUIRED TOPICS

- influence of self-perception on interactions with others; abuse; neglect; spreading rumors (2,5.2)
- relationships: influence of self-perception on interactions with others; abuse; neglect; using violence to express emotions and resolve conflict; effect on choices (3, 5.2)

Grade 8 REQUIRED TOPICS:

- influence of self-perception on interactions with others; abuse; neglect; spreading rumors; results of alcohol abuse on family, others; effect on choices (2,5.2)
- relationships: influence of self-perception on interactions with others; abuse; neglect; using violence to express emotions and resolve conflict; effect on choices (3, 5.2)
- substance use/abuse behaviors of family and peers affects others, including interpersonal relationships: influence of self-perception on interactions with others; proper use of medication; abuse; neglect; spreading rumors; results of alcohol abuse on family, other; effect on choices.

organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)

Facilitates integration of the applied learning standards

- problem solving
- communication
- critical thinking
- research
- reflection/ evaluation

Applies best practice of teaching health education:

- focuses on clear health goals and related behavioral outcomes
- is research-based and theory-driven
- addresses individual values and group norms that support health-enhancing behaviors
- focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors
- addresses social pressures and influences
- builds personal competence, social competence and

		<u> </u>	
5.1.3	Demonstrates healthy ways to express needs, wants and feelings	efficacy by addressing	
	(grades 6,7, and 8).	skills	
		provides functional	
5.1.4	Demonstrates ways to communicate care, consideration and respect of	health knowledge that	
	self and others.	is basic, accurate, and	
Grade 6	REQUIRED TOPICS:	directly contributes to	
	 importance of respecting different value systems in friends and 	health promoting	
	families; respect of others regardless of personal choice of expression	decisions and behaviors	
	(5, 5.4)	uses strategies	
Grade /	REQUIRED TOPICS: NONE	designed to personalize	
	importance of respecting different value systems in friends and	information and engage	
	families; respect of others regardless of personal choice of expression	students	
	(5, 5.4)	• provides	
	REQUIRED TOPICS:	age-appropriate and	
Grade 8	in the second of	developmentally	
	 importance of respecting different value systems in friends and families; respect of others regardless of personal choice of expression 	appropriate information, learning	
	(5, 5.4)	strategies, teaching	
	(3, 3.4)	methods and materials	
	• compassion, friendship and support of individuals with HIV, AIDS, other	incorporates learning	
	diseases and disabilities (6,5.2)	strategies, teaching	
	diseases and disabilities (0,5.2)	methods, and materials	
5.1.5	Demonstrates communication skills needed to build and maintain healthy	that are culturally	
	relationships.	inclusive	
	- Controller - Con	provides adequate time	
Grade 6	REQUIRED TOPICS:	for instruction and	
	• rules for working cooperatively; appropriately levels of sharing in various	learning	
	relationships; qualities of a good friend (2,5.5)	provides opportunities	
		to reinforce skills and	
	• rules for working cooperatively; appropriately levels of sharing in various	positive health	
	relationships; qualities of a good friend (3,5.5)	behaviors	
	•	provides opportunities	
Grade 7	REQUIRED TOPICS:	to make connections	
	 substance-free relationship: rules for working cooperatively; 	with influential others	
	appropriate levels of sharing in various relationships; qualities of a good	includes teacher	
	friend (7,5.5)	information and plans	
		for professional	
Grade 8	REQUIRED TOPICS:	development and	
	substance-free relationship: rules for working cooperatively;	training that enhances	
	appropriate levels of sharing in various relationships; qualities of a good	instruction and student	
	friend (7,5.5)	learning	
	No. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.		
5.1.6	Demonstrates refusal and negotiation skills needed to enhance health.		
Grade 6	REQUIRED TOPICS:		
	• mental and emotional health and prevent substance use (2,5.2)		
	prevent injury (3, 5.6)		
		<u>l</u>	

	communication skills for dealing with sexual pressure from peers and		
	from one's girlfriend/boyfriend: pressure to date (5,5.5)		
	Grade 7 REQUIRED TOPICS:		
i [• prevent injury (3, 5.6)		
	 prevent substance use (7,5.6) 		
	Grade 8 REQUIRED TOPICS:		
	 mental and emotional health and prevent substance use (2,5.2 		
	prevent injury (3, 5.6)		
	communication skills for dealing with sexual pressure from peers and		
,	from one's girlfriend/boyfriend; pressure to date and/or be sexually		1
, l	active; saying no and communicating limits, etc. (5, 5.5)		
			1
	prevent disease transmission: high risk behaviors leading to disease transmission, such as accord activity drug use models charging attained.		
	transmission, such as sexual activity, drug use, needle sharing, etc. (6,5.3)		
	(5,5.5)		1
	 prevent substance use (7,5.6) 		1
			1
	5.1.7 Analyzes the possible cause of conflict among youth in schools and		1
[]	communities. Grade 6 REQUIRED TOPICS:		
	• bullying		
	Grade 7 REQUIRED TOPICS:		
	bullying		
	Grade 8 REQUIRED TOPICS:		
	bullying		
	The student	Differentiates instruction by varying	
6. Students will	6.1.1 Demonstrates the ability to apply a decision-making process to health	the content, process,	
demonstrate	issues and problems individually and collaboratively.	and product and	
the ability to	Grade 6 REQUIRED TOPICS:	implementing	
use goal-setting	decision-making model:	• tiered assignments	
and decision-making	 state the situation list the possible options 	jigsawing pre/post assessments	
to enhance	 weigh the possible outcomes 	• anchoring	!
health.	 consider personal values 	• think/pair/share	
	o make a decision and act	• cubing, etc.	
6.1 <u>Health Content</u> Areas	o evaluate the decision		
<u>Al Eus</u>	.		

	Danganal	way to promote moutel and emotional health a province	Carilitates hast
1.		ways to promote mental and emotional health, e.g. exercise,	Facilitates best
	Health	communication (2,6.1)	practices of teaching
2.			that include:
	Emotional	Grade 7_REQUIRED TOPICS:	• student-centered
	Health	decision-making model:	experiential
3.	Injury	o state the situation	holistic
	Prevention	 list the possible options 	• authentic
4.	Nutrition	 weigh the possible outcomes 	• expressive
5.	Sexuality	o consider personal values	• reflective
	and Family	o make a decision and act	• social
	life .	 evaluate the decision 	• collaborative
6.	Disease	 nutrition issues and problems individually and collaboratively: snack and 	democratic
	Control	meal selection (4, 6.1)	• cognitive
	and	(1, 11)	developmental
	Prevention	<u>Grade 8_</u> REQUIRED TOPICS:	• constructivist/
7.		decision-making model:	heuristic
'	Use and	o state the situation	• challenging
	Abuse	o list the possible options	- Chanenging
	Prevention	l l l l l l l l l l l l l l l l l l l	Addresses multiple
	rrevention	I and I are the second of the	intelligences
1 1		l l l l l l l l l l l l l l l l l l l	
1 1			(instructional strategies)
1 1		o evaluate the decision	
1 1		 puberty and sexual health: abstinence from sexual intercourse; 	Facilitates the use of
1 1		responsible contraceptive use; steps involved in sexual decision-making;	
1 1		role of parents and trusted adults (5 6.1)	sequence organizers
1 1			(chains, cycle), concept
1 1		 disease prevention and control issues individually and collaboratively: 	development (mind map),
1 1		predicting and avoiding personal risk for developing a disease; the	compare/contrast
		impact on health status and feelings about oneself resulting from a	organizers (Venn
		decision to place oneself at risk for disease transmission (6, 6.1)	diagrams, comparison
		(-,,	charts), organizers (word
		autophore a buga may antique and machine a individually, and callab anatical	web, concept map),
		substance abuse prevention and problems individually and collaboratively	y evaluation organizers
		(7, 6.1)	(charts, scales),
			categorize/classify
		6.1.2 Analyzes how health-related decisions are influenced by individuals,	organizers (categories,
		family or community values.	tree) relational
		<u>Grade 6</u>	organizers (fish bone, pie
		 puberty and sexual health: how parents and other trusted adults can 	chart)
		help children with decisions regarding puberty and their personal healt	h Charly
		(5, 6.2)	Facilitates integration of
			the applied learning
		Grade 7	standards
		• nutrition-related decisions (4, 6.2)	
		(1, 5.2)	• problem solving
		Grade 8	• communication
1 1		 puberty and sexual health.: how parents and other trusted adults can 	• critical thinking
1 1		help children with decisions regarding puberty and their personal	
\sqcup		I I neip children with decisions i regarding paper ry and their personal	

Curriculum Writers: Michael Kirkutis, Kerri Scandura, Shane Messier, Dan Cabral, Sarah Duarte

health; role of self-esteems personal goals, family values in responsible sexual decision -making; responsibilities in family change as individuals mature; changes in family structure and influence on relationships (5, 6.2)

substance use decisions (7, 6.2)

6.1.3 Predicts how decisions regarding health behaviors have consequences for self or others.

Grade 6 REQUIRED TOPICS:

- cause and effect; risks and consequences (1, 6.1)
- cause and effect/risks and consequences; effect of injuries on self, family and others (3, 6.1)

Grade 7 REQUIRED TOPICS:

- cause and effect; risks and consequences (1, 6.1)
- ways to promote mental and emotional health, e.g. exercise, communication (2, 6.3)
- nutrition behaviors have consequences for self and others: eating patterns; variety and moderation; "empty calories"; US Dietary Recommendations; food safety (4, 6.3)

Grade 8 REQUIRED TOPICS:

- cause and effect; risks and consequences (1, 6.1)
- sexual behaviors have consequences for self and others: couples have choices regarding sharing sexual feelings with each other (5, 6.3)
- exposure to disease agents and lifestyle have consequences for self and others. (REQUIRED TOPICS: impact of STD/STI; development of heart disease, cancer or long term disability resulting from injury; laws regarding toxic waste disposal, littering, community recycling programs (6, 6.2)
- substance use behaviors have consequences for self and others. (7,6.3)

6.1.4 Applies strategies and skills needed to attain personal health goals.

Grade 6 REQUIRED TOPICS:

 exercise, hobbies, etc. as alternatives to substance use; communication skills; building positive relationships (7, 6.4)

Grade 7 REQUIRED TOPICS:

 nutrition strategies to personal eating pattern to attain personal health goal. e.g. costs and nutritional value of food (4, 6.4)

- research
- reflection/ evaluation

Applies best practice of teaching health education:

- focuses on clear health goals and related behavioral outcomes
- is research-based and theory-driven
- addresses individual values and group norms that support health-enhancing behaviors
- focuses on increasing personal perceptions of risk and harmfulness of engaging in specific health risk behaviors and reinforcing protective factors
- addresses social pressures and influences
- builds personal competence, social competence and efficacy by addressing skills
- provides functional health knowledge that is basic, accurate, and directly contributes to health promoting decisions and behaviors
- uses strategies designed to personalize information and engage students
- provides age-appropriate and developmentally appropriate information, learning

	 personal health goals: personal heart disease risk reduction plan; appropriate courses of action when disease is suspected (6, 6.3) exercise, hobbies, etc. as alternatives to substance use; communication skills; building positive relationships (7, 6.4) Grade 8 exercise, hobbies, etc. as alternatives to substance use; communication skills; building positive relationships (7, 6.4) 6.1.5 Develops a plan that addresses personal strengths, needs and health risks. Grade 6 REQUIRED TOPICS: care for body; integrating mental and emotional health into all areas of health (1, 6.3) Grade 7 REQUIRED TOPICS: appropriate physical activity levels; avoiding excessive physical activity to lose weight; decisions about eating patterns, care for body; integrating mental and emotional health into all areas of health (1, 6.3) conflict; identifying/avoiding risks; asking for help (2, 6.5) nutrition plan that addresses personal strengths, needs and health risks. (4, 6.5) Grade 8 REQUIRED TOPICS: sexual behaviors have consequences for self and others: couples have choices regarding sharing sexual feelings with each other (5, 6.3) protect themselves against the possibility of rape: self-defense, assessing situations, avoiding drugs and alcohol, etc. (5, 6.4) substance use prevention plan that addresses personal strengths, needs and health risks (7, 6.5) 	strategies, teaching methods and materials incorporates learning strategies, teaching methods, and materials that are culturally inclusive provides adequate time for instruction and learning provides opportunities to reinforce skills and positive health behaviors provides opportunities to make connections with influential others includes teacher information and plans for professional development and training that enhances instruction and student learning
7. Students will demonstrate the ability to advocate for personal, family, community, and	The student 7.1.1 Discusses accurate information and express opinions about health issues. Grade 6 • mental and emotional health issues (2,7.1) Grade 7 • mental and emotional health issues (2,7.1)	Differentiates instruction by varying the content, process, and product and implementing • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share

environmental	 nutrition information and express opinions about nutrition issues (4, 	• cubing, etc.
health.	7.1)	
	· ·	Facilitates best
7.1 <u>Health Content</u>	 substance abuse issues. (7, 7.1) 	practices of teaching
Areas	(,,,	that include:
1. Personal	Grade 8 REQUIRED	• student-centered
Health	 heterosexual, homosexual, and bisexual people are alike except for their 	• experiential
2. Mental and	sexual attraction; immediate and long-term impacts of adolescent	• holistic
Emotional	pregnancy on the individual, family and community (5, 7.1)	• authentic
Health	programoy on the manual, family and community (c, t 12)	• expressive
3. Injury	7.1.2 Analyzes various communication methods needed to express health	• reflective
Prevention	information and ideas accurately.	• social
4. Nutrition	Grade 6	o collaborative
5. Sexuality	mental and emotional health information and ideas accurately (2, 7.2)	• democratic
and Family	individual of the field of the	• cognitive
life	Grade 7	developmental
6. Disease	mental and emotional health information and ideas accurately (2, 7.2)	• constructivist/
Control	montal and emonoral hearth information and facus accuratory (E, 7.2)	heuristic
and	 nutrition information and ideas accurately (4, 7.2) 	• challenging
Prevention	narring marior and races accurately (1, 7.2)	Chancinging
7. Substance	 substance abuse prevention information (7, 7.2) 	Addresses multiple
Use and	substance abase prevention information (7, 7.2)	intelligences
Abuse	Grade 8 REQUIRED	(instructional strategies)
Prevention	various methods for people to access help with personal questions or	(man denondrant dregies)
Trevention	concerns about sexuality or relationships (5, 7.3)	Facilitates the use of
	concerns about sexuality of relationships (3, 7.3)	graphic organizers:
	 substance abuse prevention information (7, 7.2) 	sequence organizers
	7.1.3 Identifies barriers to effective communication of information, ideas.	(chains, cycle), concept
	feelings and opinions about health issues.	development (mind map),
	Grade 6	compare/contrast
	• mental health issues (2, 7.3)	organizers (Venn
	mental neutri issues (2, 7.3)	diagrams, comparison
	Grade 7	charts), organizers (word
	• nutrition issues (4, 7.3)	charis), organizers (word
	 nutrition issues (4, 7.5) substance abuse prevention issues (7, 7.3) 	evaluation organizers
	• Substance abuse prevention issues (7, 7.3)	(charts, scales),
	Grade 8	(charts, scales), categorize/classify
	 substance abuse prevention issues (7, 7.3) 	organizers (categories, tree) relational
	7.1.3 Influences and supports athons in making positive health shairs	organizers (fish bone, pie
	7.1.3 Influences and supports others in making positive health choices. Grade 6	
		chart)
	 environmental and personal health, (including physical activity (1,7.1) 	Facilitates interesting of
	a smattered and mental health (2.7.4)	Facilitates integration of
	 emotional and mental health (2, 7.4) 	the applied learning
	a sofative and presumations in items (2.71)	standards
	 safety and preventing injury (3, 7.1) 	

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3.	COMMON	The st	udent	Differentiates		
	CORE			instruction by varying		
	ELA (Science	Key Ide	eas and Details	the content, process,		
	and Technical			and product and		
	Subjects)	8.1.1	Cites specific textual evidence to support analysis of scientific and technical	implementing		
			texts	tiered assignments		
3.1		8.1.2	Determines the central ideas or conclusions of a text; provide an accurate	• jigsawing		
	Informational		summary of the text distinct from prior knowledge or opinions	• pre/post assessments		
	Text			• anchoring		
		8.1.3	Follows precisely a multistep procedure when carrying out experiments,	• think/pair/share		
		taking		• cubing, etc.		
			measurements, or performing technical tasks,			
				Facilitates best		
			and Structure	practices of teaching		
		8.1.4	Determines the meaning of symbols, key terms, and other domain-specific	that include:		
			words and phrases as they are used in a specific scientific or technical	 student-centered 		
			context relevant to grades 6-8 texts and topics	experiential		
				holistic		
		8.1.5	Analyzes the structure an author uses to organize a text, including how the	• authentic		
		major s	sections contribute to the whole and to an understanding of the topic.	expressive		
				reflective		
		8.1.6	Analyzes the author's purpose in providing an explanation, describing a	• social		
			procedure, or discussing an experiment in a text	 collaborative 		
				democratic		
		Integra	ition of Knowledge and Ideas	• cognitive		
		8.1.7	Integrate quantitative or technical information expressed in words in a text	 developmental 		
			with a version of that information expressed visually	• constructivist/		
			· · · · ·	heuristic		
		8.1.8	Distinguish among facts, reasoned judgment based on research findings, and	challenging		
			speculation in a text	1		
				Addresses multiple		
		8.1.9	Compares and contrasts the information gained from experiments,	intelligences		
			simulations, video, or multimedia sources with that gained from reading a text on the same topic	(instructional strategies)		
				Facilitates the use of		
				graphic organizers:		
			nd Level of Text Complexity	sequence organizers		
		8.1.10	Reads and comprehends science/technical texts in the grades 6-8 text	(chains, cycle), concept		
			complexity band independently and proficiently	development (mind map),		
				compare/contrast		
				organizers (Venn		
				diagrams, comparison		
				charts), organizers (word		
				web, concept map),		
				evaluation organizers		
				(charts, scales),	1	

			categorize/classify
- 1			organizers (categories,
			tree) relational
			organizers (fish bone, pie
			chart)
			Chair)
			Facilitates integration of
			the applied learning
			standards
			• problem solving
			• communication
			• critical thinking
			• research
			reflection/ evaluation
	9. COMMON	The student	Differentiates
	CORE ELA		instruction by varying
	(Science		the content, process,
	and Technical		and product and
	Subjects)		implementing
	545,5615)		tiered assignments
	9.1 Writing	9.1.1 Writes arguments focused on <i>discipline-specific content</i> in which they:	• jigsawing
	Arguments and	Introduce a claim(s) about a topic or issue, acknowledge and distinguish	pre/post assessments
	Informational	the claim(s) from alternate or opposing claims, and organize the reasons	• anchoring
	Texts		l J
	Texts	and evidence logically.	• think/pair/share
			• cubing, etc.
		 Support the claim(s) with logical reasoning and relevant, accurate data 	
		and evidence that demonstrate an understanding of the topic or text,	Facilitates best
		using credible sources.	practices of teaching
			that include:
		 Use words, phrases, and clauses to create cohesion and clarify the 	student-centered
1		relationships among claim(s), counterclaims, reasons, and evidence.	experiential
			holistic
		Establish and maintain a formal style	• authentic
		, '	• extsexpressive
1		 Provide a concluding statement or section that follows from and 	• reflective
		supports the argument presented	• social
1		11 2 F	• collaborative
		9.1.2 Writes informative texts, including the narration of historical	• democratic
		events, scientific procedures/ experiments, or technical processes.	• cognitive
1		Introduce a topic clearly, previewing what is to follow; organize ideas,	developmental
		concepts, and information into broader categories as appropriate to	• constructivist/
			heuristic
		achieving purpose; include	
1		o formatting (e.g., headings)	• challenging
		o graphics (e.g., charts, tables)	
		 multimedia when useful to aiding comprehension. 	

	 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	Addresses multiple intelligences (instructional strategies) Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart) Facilitates integration of the applied learning standards problem solving communication
9. COMMON CORE ELA (Science and Technical Subjects	The student	 critical thinking research reflection/ evaluation Differentiates instruction by varying the content, process, and product and implementing tiered assignments
9.2 Production and Distribution of Writing	 9.2.1 Produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9.2.2 With some guidance and support from peers and adults, strengthens writing as needed by planning revising editing rewriting 	igsawing pre/post assessments anchoring think/pair/share cubing, etc.

or trying a new approach after rethinking how well questions of purpose and context have been addressed. 9.2.3 Uses technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently, e.g. Power Point Photo stories Googledocs.com	Facilitates best practices of teaching that include: • student-centered • experiential • holistic • authentic • expressive • reflective • social • collaborative • democratic • cognitive • developmental • constructivist/ heuristic • challenging Addresses multiple intelligences (instructional strategies)
 Photo stories 	 reflective social collaborative democratic
	developmental constructivist/ heuristic
	intelligences (instructional strategies)
	Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map),
	compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map),
	evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)
	Facilitates integration of the applied learning standards • problem solving • communication
	• critical thinking

		research	
- 1			
- 1		 reflection/ evaluation 	
- 1			
- 1			
- 1			