

## Grades 6 Health Curriculum Topics

<p>Lesson 1: <b>Health and Wellness</b></p> <p>Students will learn about health promotion concepts to support a healthy, active lifestyle.</p> <p><b>Standard Expectations:</b></p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</p> <p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy</p> <p>2.2.2.N.1: Explore different types of food and food groups.</p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p> <p>2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</p> <p>2.2.2.PF.1: Explain the benefits of regular physical activity and what It means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p>	<p><b>Personal Health</b></p> <ul style="list-style-type: none"><li>▪ Emotions and Feelings</li><li>▪ Sickness Prevention – Germs and Preventing Colds</li><li>▪ Medicines</li><li>▪ Dental Hygiene</li><li>▪ Healthy Living vs Unhealthy Choices</li><li>▪ Five Senses</li><li>▪ Basic Body Parts</li></ul> <p><b>Healthy Foods and Nutrition</b></p> <ul style="list-style-type: none"><li>▪ Healthy Eating / Food Groups / Staying Hydrated</li><li>▪ Physical Fitness and Lifelong Fitness</li><li>▪ Team Building / Feelings and Emotions</li><li>▪ Nutritional Guides</li></ul>
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<p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p>	
<p><b>Lesson 2: Alcohol, Tobacco and Other Drugs</b></p> <p>The use of alcohol, tobacco and other drugs in unsafe ways is harmful to one’s health.</p> <p><b>Standard Expectations:</b></p> <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identifying ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health and safety.</p> <p>2.3.2.DSDT: Recognize that some people may have difficulty controlling their use of alcohol, tobacco and other drugs.</p> <p>2.3.2.DSDT.2; Explain that individuals who abuse alcohol, tobacco and other drugs can get help.</p>	<p><b>Alcohol and Other Drugs</b></p> <ul style="list-style-type: none"> <li>▪ Safe vs Unsafe Medications</li> <li>▪ Just Say No to Drugs and Alcohol</li> <li>▪ Substance Abuse and Getting Help</li> <li>▪ Addiction</li> </ul> <p><b>Tobacco</b></p> <ul style="list-style-type: none"> <li>▪ Tobacco Free Environment</li> </ul>
<p><b>Lesson 3: Family / Social and Sexual Health</b></p> <p>People build relationships with their family and other people in the community. Learning how to handle emotions, learn about body changes, and expressing yourself will be learned. Every individual has unique quality and skills that they will learn about themselves.</p> <p><b>Standard Expectations:</b></p> <p>2.1.2.PP.1: Define reproduction.</p>	<p><b>Growing and Change</b></p> <ul style="list-style-type: none"> <li>▪ Pregnancy and Parenting (2<sup>nd</sup> Grade – Body Changes, Ways to Express Yourself, Body Part Terminology)</li> <li>▪ Body Changes / Sexual Health</li> </ul> <p><b>Mental Health and Awareness</b></p> <ul style="list-style-type: none"> <li>▪ Emotional Health</li> <li>▪ Feelings and Expressing Yourself</li> </ul>

<p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another</p> <p>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p> <p>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p>	
<p>Lesson 4: <b>Community Health Skills</b></p>	<p><b>Violence Prevention</b></p>

<p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations in their community.</p> <p><b>Standard Expectations:</b></p> <p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe</p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.</p> <p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for</p>	<ul style="list-style-type: none"> <li>▪ Safety (Street, Passenger, Water, Bike Safety)</li> <li>▪ Bullying</li> <li>▪ When to Call for Help</li> <li>▪ Resources</li> </ul> <p><b>The World Around Us</b></p> <ul style="list-style-type: none"> <li>▪ Climate Change</li> <li>▪ Natural Disasters and Emergencies</li> </ul> <p><b>Movement Skills and Concepts</b></p> <ul style="list-style-type: none"> <li>▪ Teamwork / Outside Activities in the Community</li> <li>▪ Practicing Kindness and Positive Behaviors in the Community When Participating in Sports or Social Activities</li> </ul>
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<p>someone else’s personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</p> <p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress</p> <p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling)</p>	
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<p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense</p>	
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## Grades 7 Health Curriculum Topics

<p><b>Lesson 1: Health and Wellness</b></p> <p>Responsible actions regarding behavior can impact the development and health of oneself and others. Setting positive goals and expectations for your life. The risk of serious diseases from not living a healthy lifestyle will be discussed.</p> <p><b>Standard Expectations:</b></p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</p> <p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p>	<p><b>Personal Health</b></p> <ul style="list-style-type: none"><li>▪ Health Living Cycle</li><li>▪ Goals and Expectations</li><li>▪ Healthy Decisions</li><li>▪ Serious Diseases (stroke, heart attack, diabetes, asthma)</li></ul>
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<p><b>Lesson 2: Mental and Emotional Health</b></p> <p>Self-management skills impact an individual’s ability to cope with different types of mental, psychological, and emotional situations.</p> <p><b>Standard Expectations:</b></p> <p>2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p> <p>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health</p>	<p><b>Mental and Emotional Health</b></p> <ul style="list-style-type: none"> <li>▪ Self-esteem / Body Image</li> <li>▪ Well Being/ Emotions (Sadness, Anxiety and Depression)</li> <li>▪ Suicide Prevention (Lifelines)</li> </ul>
<p><b>Lesson 3: Social and Sexual Health</b></p> <p>There are factors that contribute to making healthy decisions about sex. Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p> <p><b>Standard Expectations:</b></p> <p>2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</p> <p>2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</p> <p>2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.</p> <p>2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as</p>	<p><b>Social and Sexual Health</b></p> <ul style="list-style-type: none"> <li>▪ Pregnancy and Parenting</li> <li>▪ Cultural Influences, Healthy Relationships</li> <li>▪ HIV/AIDS</li> <li>▪ STDS – testing, preventatives, resources</li> <li>▪ Safety</li> </ul>



<p>local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</p> <p>2.3.8.PS.2: Define sexual consent and sexual agency.</p> <p>2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</p>	
<p><b>Lesson 4: Tobacco, Alcohol and Other Drugs Preventions</b></p> <p>The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p> <p><b>Standard Expectations:</b></p> <p>2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p>	<p><b>Tobacco, Alcohol and Other Drugs Preventions</b></p> <ul style="list-style-type: none"> <li>▪ Dangers of Tobacco</li> <li>▪ Dangers of Drugs and Alcohol</li> </ul>

## Grades 8 Health Curriculum Topics

<p><b>Lesson 1: Health and Wellness</b></p> <p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness. Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</p> <p><b>Standard Expectations:</b></p> <p>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen,</p>	<p><b>Nutrition and Physical Health</b></p> <ul style="list-style-type: none"> <li>▪ Health and Wellness Cycles</li> <li>▪ Creating Healthy and Well-balanced meals</li> <li>▪ Fad Diets and Making Healthy Choices</li> <li>▪ Nutrition and Fitness</li> </ul>
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<p>endurance-fitness activities) using technology and cross-training, and lifetime activities.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p> <p>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</p>	
<p><b>Lesson 2: Parenting/Relationships</b></p> <p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood. Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p> <p><b>Standard Expectations:</b></p> <p>2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</p> <p>2.1.8.PP.5: Identify resources to assist with parenting.</p>	<p><b>Reproductive Systems/Pregnancy and Childbirth</b></p> <ul style="list-style-type: none"> <li>▪ Parenting</li> <li>▪ Challenges</li> <li>▪ Fertilization and Pregnancy</li> <li>▪ Contraceptives</li> </ul>

<p>2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</p> <p>2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</p> <p>2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</p> <p>2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).</p>	
<p><b>Lesson 3: Sexual Health and Safety</b></p> <p>There are factors that contribute to making healthy decisions about sex.</p> <p><b>Standard Expectations:</b></p> <p>2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p> <p>2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual</p> <p>2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors’ ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. activity (e.g., body image, self-esteem, alcohol, other substances).</p> <p>2.1.8.SSH.9: Define vaginal, oral, and anal sex.</p> <p>2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</p> <p>2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</p>	<p><b>Sexual Health and Safety</b></p> <ul style="list-style-type: none"> <li>▪ Relationships and Communications</li> <li>▪ Sexuality and Making Responsible Decisions</li> <li>▪ Abstinence</li> <li>▪ Healthy vs. Unhealthy Relationships</li> <li>▪ STIs (Preventions, Signs and Symptoms)</li> </ul>

<p><b>Lesson 4: Dependency, Substance Disorders and Treatment</b></p> <p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</p> <p><b>Standard Expectations:</b></p> <p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p> <p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p>2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level</p>	<p><b>Dependency, Substance Disorders and Treatment</b></p> <ul style="list-style-type: none"> <li>▪ Signs and Symptoms of Drug Use</li> <li>▪ Drug Disorders</li> <li>▪ Social, Emotional and Physical Impact</li> </ul>
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