

# Curriculum Guide for Health

*Grade:*

6-8

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September-October

## GRADE 6-HEALTH: “GETTING TO KNOW ME”

“Getting to know me” is a five-week course of study in health education. Students learn how to apply attentive listening, feedback and assertiveness skills to enhance positive interpersonal communication. Peer relations, as well as recognizing positive character traits in themselves and friends will be explored. Students participate in an assessment of their risk taking behaviors and apply strategies for managing negative peer pressure. Role-plays, short stories and hands on activities will be utilized.

## INTERPERSONAL RELATIONSHIPS MENTAL HEALTH

### ESSENTIAL QUESTIONS:

- How do you know when you have effectively communicated?
- What makes a good friend?
- What is the relationship between peer pressure and risk-taking behaviors?

### LEARNING STANDARDS:

#### Mental Health — Feelings and Emotions

5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning.

#### Family Life — Supports

6.7 Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups.

#### Interpersonal Relationships — Communication

7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication.

#### Interpersonal Relationships — Peer Relationships

7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure.

7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships. The benefit to relationships which include understanding and respecting individual differences and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole.

#### OBJECTIVES:

- Define “I statements”, 3C’s to communication
- Identify positive character traits to look for in friends
- Give examples of risk taking behaviors that a teen may choose and show ways in which to refuse
- Compare and contrast negative peer pressure and positive peer pressure
- Describe how feelings can affect daily functioning
- Analyze roadblocks to communication and restate using positive communication
- Explain the importance of avoiding risk taking behaviors

#### SUGGESTED ACTIVITIES:

- Brain storming: What are emotions? How do they affect health?
- Oral Reading followed by teacher led discussion (ex. The Lovable’s) showing character traits
- Partner activities: Ways to communicate, “I statements”
- Video — Communication
- Self assessment check list on risk taking
- Short Story — Students identify personal character traits they possess and emotions experienced
- Role Plays — to demonstrate refusal skills to peer pressure

#### SUGGESTED ASSESSMENTS:

- Worksheets
- Quiz/Test
- Self Assessment Checklist
- Story correctly identifying positive character traits and showing understanding of why those traits are desired
- Homework — Parent Interview (Self-esteem — Character traits)
- Presentation of role play

October-November

## GRADE 6- HEALTH: “RIGHT CHOICES”

“Right Choices” is a five-week course of study on Disease Prevention and Control as well as Ecological Health. Utilizing information about the functions of the various body systems, students will be able to identify positive choices for preventing disease. Students will learn the signs, causes and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention, and health maintenance. Students learn about the interdependence between the environment and physical health, and will acquire skills to care for the environment. Identification of community resources will allow students to further access information on a more detailed need.

TOPIC:

DISEASE PREVENTION AND CONTROL  
ECOLOGICAL HEALTH

ESSENTIAL QUESTIONS:

- In what ways can individuals protect themselves from disease?
- How do the various body systems relate to one another?
- How does one recognize and treat diseases in self or others?
- How can the community help decrease the spread of communicable diseases?
- What impact can individuals have in contributing to a healthier environment?

LEARNING STANDARDS:

Disease Prevention and Control

Prevention

8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases.

8.6 Describe the importance of early detection in preventing the progression of disease.

Signs, Causes, and Treatment

8.7 Explain the need to follow prescribed health care procedures given by parents and health care providers.

8.8 Describe how to demonstrate safe care and concern toward ill and disabled persons in the family, school, and community.

- 8.9 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness.
- 8.11 List the factors contributing to tooth decay, diseases of the mouth, and preventive measures.
- 8.12 Describe the influence that rest has on physical functioning (recovering from fatigue, restoring energy), personal requirements for sleep, and methods for getting adequate sleep.

### Ecological Health — Interdependence

- 13.3 Describe methods and benchmarks for evaluating the state of the environment.

### Improvement

- 13.4 Identify individual and community responsibility in ecological health.
- 13.5 Evaluate solutions generated by science, technology/engineering, and individuals regarding ecological health problems (such as energy use, water use, waste disposal, and food shortage).

### OBJECTIVES:

- List risky behaviors that can increase the chance of disease
- Demonstrate ways to reduce risk factors related to communicable and chronic disease
- Investigate a variety of ecological health problems
- Give examples of daily decisions and behaviors that increase personal wellness
- Explain the importance of rest
- Identify methods for getting adequate sleep
- Compare and Contrast various solutions for dealing with ecological health problems
- Analyze the impact of an unhealthy living environment
- Describe ways to assist ill or disabled persons in the family, school, and community

### SUGGESTED ACTIVITIES:

- Self-assessment checklist to evaluate personal wellness
- Informational Posters — about communicable and chronic diseases with emphasis on risk factors involved. Posters will be displayed in school
- Scavenger Hunt — students will move around the room finding information on various posters regarding communicable and chronic diseases
- Invite a qualified individual from a community resource (Dr., Nurse...) to the class to discuss the importance of early detection in preventing the progression of disease

- Students view and discuss a film addressing personal hygiene
- Brainstorming — factors contributing to oral disease or dental problems of the mouth
- Research — recommended guidelines for sleep requirements at various ages
- During a health period, students will pretend to have a disability and attempt to perform normal activities
- Students design and display a flow chart of who can and who does carry out actions that maintain and promote care of the environment
- Class conducts a mock “Town Meeting” regarding a fictional environmental health problem and various roles are assigned to debate the issue
- Individual/Pair research project (Internet) students research about companies that use environmentally friendly practices and the outcomes of such practices on the environment, then report their findings to the class
- Group/Partner research (Internet) on an ecological health problem (choices of posters, songs, short story or public service announcement)

#### SUGGESTED ASSESSMENTS:

- Self-assessment checklist
  - Completed worksheet from “Scavenger Hunt”
  - Written thank you note to the guest speaker containing at least four facts that they learned
  - Quiz/Test
  - Completed list of factors contributing to oral diseases or dental problems of the mouth
  - Journal — entries experience and feelings regarding activities
  - Completed worksheets
  - Teacher observation of the debate, each student completes an index card describing their role in the town meeting
- Oral presentation of information students found about various companies and their environmental practices
- Completed research project and mini oral presentation on an ecological health problem

December-January

## GRADE 6- HEALTH: “SNACK TRACKS”

“Snack Tracks is a 4 week course on nutrition. Emphasis will be on the snacks students choose and how they can help the body. Students will learn how a variety of foods provide the body with a variety of nutrients to enable them to have energy and to be able to concentrate throughout the day. Students participate in individual and group activities to identify a healthy diet as well as analyzing the daily intake of the foods they eat.

TOPIC:

NUTRITION

ESSENTIAL QUESTIONS:

- What is a healthy diet?
- What keeps our food supply safe?
- How can a healthy diet help someone perform better in physical activity?

LEARNING STANDARDS:

Nutrition:

3.8 List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span.

3.9 Describe a healthy diet and adequate physical activity during the adolescent growth spurt.

3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food.

3.10 Analyze dietary intake and eating patterns. Safe and Adequate Food Supply:

3.11 Explain factors associated with a safe food supply (food handling, production, food storage, and preparation techniques)

January-February

## GRADE 6- HEALTH: “THINK SMART, STAY SAFE”

“Think smart, stay safe” is a four-week course of study for sixth grade students that focuses on accident prevention. Students will participate in activities that test their knowledge and challenge their decision-making skills. Students will assess risk-taking behaviors, identify safer alternatives as well as demonstrate basic first aid techniques in a variety of situations.

TOPIC:

### SAFETY AND PREVENTION

ESSENTIAL QUESTIONS:

- What are some actions that you can take to protect yourself from accidents in a variety of settings?
- Recreation/Athletic
- At home
- In the community
- Abuse (physical, emotional, social)
- How does the EMS system work?

LEARNING STANDARDS:

### HEALTH MAINTENANCE

8.10 Describe the relationship between overexposure to the sun and skin cancer.

### SELF PROTECTION

9.8 Describe actions and behaviors to protect oneself when alone at home or in the community or caring for small children (such as first aid and rescue breathing).

9.9 List safety rules for recreational activities, including the use of helmets, pads, and proper use of equipment.

9.11 Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest.

9.12 Apply appropriate first aid for bleeding, choking, and burns.



## OBJECTIVES

- Identify how to prevent injuries from occurring
- Explain how the Heimlich Maneuver works on the baby, child and adult
- Describe the steps involved with assessing a person for injuries
- Give examples of decisions and behaviors that a community can make to promote safety
- Demonstrate the steps necessary to help stop a person from bleeding, or to deal with burns
- Compare and contrast safety rules for recreational activities from past to present
- Analyze various safety equipment for injury prevention in sports activities

## SUGGESTED ACTIVITIES:

- Small Groups/Partners (identify risky behaviors, describe techniques for applying ~first aid and suggest alternatives to avoid the risky behavior in the future)
- Video — First aid/Red Cross followed by teacher led demonstrations for first aid
- Brainstorming — checklist of safety equipment with respect to a variety of activities
- Self Assessment checklist to evaluate their vulnerability to injury
- Role plays — displaying proper first aid and safety techniques
- Pair work on past/present safety equipment for recreational sports
- Poster Campaign — for proper decisions to avoid risky behaviors and injuries
- Journal entry

## SUGGESTED ASSESSMENTS:

- Presentation of role plays
- Self assessment checklist
- Homework: first aid supplies checklist, presentation of one first aid technique performed to parents
- Quiz/Test
- Completed chart depicting a comparison of the past/present safety equipment for recreational sports
- Poster — showing proper decisions to avoid risky behaviors and injuries
- Readings with follow up questions

February-March

## GRADE 6 HEALTH: "LIVING TOGETHER"

"Living together" is a three-week course of study on Community and Public Health. The community is made up of families and individuals with their own strengths and skills. Students will focus on how one individual can make a difference, and compare that with how a team can accomplish more when working cooperatively towards the same goals. Laws regarding safety will be discussed and reviewed. Students will explore safety policies already implemented within the community and state. Opportunity for correspondence between local officials will be the means by which students can voice their suggestions for continued support or changes needed for the greater good of the community.

Topic: COMMUNITY AND PUBLIC HEALTH

### ESSENTIAL QUESTIONS:

- How is health promoted locally, nationally and globally?
- How can an individual contribute to the health of a community?
- What do public health departments do to keep communities safe?
- How do society and culture influence health messages and beliefs?

### LEARNING STANDARDS:

#### School and Community Efforts

14.4 Identify how individuals can be knowledgeable and active in the school and community to promote health

#### Social Factors

14.5 Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors

#### Public Health

14.6 Describe how local public health departments have developed and implemented policies to keep communities safe

### OBJECTIVES:

- Investigate policies and regulations that impact on health and explain why they were established

- Identify events in the school and community that focus on health promotion and disease prevention
- Analyze health messages for accuracy
- Give examples of daily decisions and behaviors/activities that an individual can do to contribute to the health of a community

#### SUGGESTED ACTIVITIES:

- Students create public service announcements promoting health in the school
- Invite a health official to discuss new policies and regulations about tobacco and explain why they were established
- Groups/partners students research different cultures and identify health related customs/beliefs
- Class discussion on the accuracy of health related messages students have heard
- Open response questions to be asked in an interview of local health officials
- Evaluate personal and community wellness in regards to the national health policy

#### SUGGESTED ASSESSMENTS:

- Public service announcements promoting health in the school are read over the school public address system
- Letter of appreciation stating at least four facts learned from an interview or guest speaker
- Written open response questions
- Computer generated information with highlighted facts and written summary of findings
- Teacher observation of students discussing the accuracy of health messages
- Journal entry on a community health issue
- Worksheets
- Self assessment checklist
- Test/quiz

April-May

## GRADE 6- HEALTH: "A TIME FOR CHANGE"

"A Time for Change" is a four-week course of study on learning the basic characteristics of physical growth and development throughout the life cycle. It includes the study of body functions and systems. Students will acquire skills to promote and maintain positive growth and development. Classes will be taught in a co-educational setting by qualified teachers in a nurturing environment.

### TOPIC:

#### GROWTH AND DEVELOPMENT

#### ESSENTIAL QUESTIONS:

- How does the human body function?
- Why does the human body continually change?
- What are the external factors that influence development?

#### LEARNING STANDARDS:

- 1.6 Identify the stages of the human life cycle (from prenatal through late adulthood).
- 1.7 Explain the function of human body systems and how body systems work together.
- 1.8 Describe the influence of health habits on growth and development.

#### OBJECTIVES:

- Define puberty
- Identify reliable sources to gather information about sexuality
- Give examples of daily decisions and behaviors that can decrease body odor and help control acne
- Compare and contrast the changes of puberty in males and females
- Brainstorm ways to avoid or to deal with unwanted sexual pressure
- Explain the benefit of exercise on the reproductive system
- Identify the proper use and disposal of feminine products

## SUGGESTED ACTIVITIES

- Poems or songs describing those changes that occur in the body
- In groups, students will research a body system and will present their information to the class
- Recall what habits could positively and negatively affect an individual's growth and development
- Videos (personal hygiene, puberty) with follow-up questions
- Lecture
- Worksheets
- Overhead transparencies (used for students to understand lecture information)

## SUGGESTED ASSESSMENTS:

- Presentation of a song or poem that identifies all stages of the life cycle
- Completed list of habits correctly identified as positive or negative
- Quiz
- Test at the end of the unit
- Homework — parent interview

November-January

## GRADE 7 HEALTH: "BE AWARE"

"Be Aware is a ten week course of study on alcohol, tobacco, marijuana and inhalants. Students will gain knowledge on the ways these chemicals can affect the body and the legal issues involved with the use, possession or selling of these substances. The role of advertising and the media will also be analyzed for its impact on the use of these products. Refusal skills will be practiced to effectively deal with pressure to use.

### TOBACCO, ALCOHOL, AND SUBSTANCE USE / ABUSE PREVENTION

#### ESSENTIAL QUESTIONS:

How does alcohol, tobacco and other drugs harm one's physical, social and emotional health?

What can schools, community and families do to motivate individuals to resist pressure to use drugs?

What is the media and advertising industry's role in the influence of alcohol, tobacco and other drugs?

#### LEARNING STANDARDS:

##### Effects on the body

10.5 Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation

10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substance that young people might follow

##### Healthy Decisions

10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs.

10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers

#### OBJECTIVES:

- Explain the importance in having the legal drinking age at 21
- Analyze alcohol and tobacco advertising for their factual and misleading messages

- Investigate the effects of alcohol, tobacco and marijuana in regards to physical, social and emotional health
- Students review and practice resisting social pressures to use drugs
- Compare and contrast smokeless tobacco and cigarettes
- Give examples of decisions and behaviors/activities that can increase your exposure to drug use

#### SUGGESTED ACTIVITIES:

- Guest speakers to discuss addiction, intervention and treatment
- Continuum/time line with one drug related behavior listed (students fill in other behaviors that may have occurred before or after that behavior)
- Alcohol/Tobacco facts find
- Using a variety of resources (video, Internet, magazines, newspapers), students will predict the consequences that they might suffer as a result of alcohol, tobacco and other drug use.
- Oral readings followed by teacher led discussion
- Videos/Role-plays (open-ended) showing students being offered drugs. Students will then implement refusal skills to create endings for the role plays. Brainstorming factors that result in using or not using drugs
- Group project — “truth in advertising” — students create skits and products on alcohol and tobacco using only factual information instead of suggested positive outcomes for their use.
- Mini presentation to parents on the dangers of inhalants/drugs

#### SUGGESTED ASSESSMENTS:

- Completed advertisements presented to another grade showing the truth in advertising
- Teacher observed role plays presented in class showing a variety of refusal skills
- Tests/Quiz
- Worksheets
- Journal entries on class discussions/brainstorming
- Completed thank you letters written to guest speakers with at least four facts learned during the presentation
- Continuum time line poster to be displayed throughout the school
- Homework
- Signature of parents for the completion of the mini presentation

November-January

## GRADE 8 HEALTH: “JUST BEING ME”

“Just Being Me” is a nine-week course of study on decision making, body image, advertising and disordered eating. Students will gain the knowledge and skills necessary in understanding of how to deal with negative attitudes towards body image. Students will focus on their bodies for performance rather than appearance. Particular attention will be paid to the risk for disease and feelings of failure often related to unattainable body images. Students will work towards understanding society’s role in body image as well as avenues of support for young people who suffer from disordered eating.

### TOPIC:

NUTRITION, GROWTH AND DEVELOPMENT  
MENTAL HEALTH  
FAMILY LIFE  
DISEASE PREVENTION AND CONTROL.  
CONSUMER HEALTH AND RESOURCE MANAGEMENT

### ESSENTIAL QUESTIONS:

- In what ways does the media play a role in defining body image?
- What are the internal and external factors that put an individual at risk for disordered eating?
- Why does the human body continually change?

### LEARNING STANDARDS:

#### Growth and Development

1.10 Define genes and the concept of heredity

#### Nutrition

3.13 Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders

#### Reproduction/Sexuality

4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty

4.10 Identify sexual discrimination and harassment



## Mental Health — Identity

5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem

## Mental Health — Decision Making

5.10 Describe the contribution of a personal support system to good mental health

## Family Life — Supports

6.7 Describe those one can trust or turn to for help when needed, such as a support system that can include relatives, friends, neighbors, community organizations, and faith-based groups

## Interpersonal Relationships

7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole

## Disease Prevention and Control

8.6 Describe the importance of early detection in preventing the progression of disease

## Consumer Health and Resource Management

12.7 Evaluate both the physical effectiveness and cost effectiveness of health care products

12.8 Identify ways consumer decisions and actions can influence physical and mental health

12.10 Identify ways that family and friends can positively or negatively influence consumer choices

## OBJECTIVES:

- Identify a number of ways to help prevent eating disorders
- Describe the warning signs of eating disorders
- Explore the multidimensional nature of “body image” and the ways in which a negative body image can interfere with health and happiness
- Give examples of where an individual can turn to for help
- Analyze diets and their effects on the body
- Identify the changes that take place in the body during puberty
- Evaluate decisions utilizing the DECIDE model

## SUGGESTED ACTIVITIES

- Journal writing in response to stories read in class
  - Overhead transparencies (used for students to take notes and for teacher discussion)
  - Brainstorming: how does the media influence body image?
- Group work on researching and evaluating diet centers and products
- Pair/partner activity on decision making
  - Describe a health way to maintain your set-point weight
  - Investigate local, state and national agencies that can provide health information materials
  - Video- followed by teacher led discussion
  - Self-Assessment — activity that helps students focus on body performance vs. body appearance

## SUGGESTED ASSESSMENTS:

- Journal entries for activities, video
- Readings with follow up questions done as written assignment
- Self-assessment
- Completion and presentation of findings of groups' diet product
- Letter to a friend explaining why they should choose a healthy lifestyle (based on decision-making activity)
- Test at end of unit
- Quiz
- Worksheets