

# CURRICULUM GUIDE

## Health Education

### Sixth Grade Health Curriculum Guide

**Students will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. (State Goal 20)**

Students will be able to:

- Create an appropriate fitness plan for themselves
- Use and understand age-appropriate vocabulary related to fitness
- Assess their own levels of physical fitness
- Understand the importance of physical exercise over a person's lifetime



**Students will explain the basic principles of health promotion, illness prevention, and safety. (State Goal 22)**

Students will be able to:

- Define stress and explain ways to reduce the negative affects of stress
- Describe behaviors and choices that reduce health risks
- Understand basic safety precautions and avoid health risks
- Apply decision making skills to their daily lives

**Students will understand human body systems and factors that influence growth and development. (State Goal 23)**

Students will be able to:

- Describe the basic functions of the following body systems: digestive, circulatory, skeletal, muscular, nervous, respiratory, excretory, and reproductive systems
- Identify and label parts of the body systems
- Explain ways that the body systems work together
- Explain the effect that diet and exercise have on the body systems
- Understand the effect that hygiene habits have on the body systems and a persons' overall health

**Students will promote and enhance health and well-being through the use of effective communication and decision-making skills. (State goal 24)**

Students will be able to:

- Explain how to build and maintain healthy relationships
- Analyze possible consequences of conflict and apply positive communication skills to avoid conflict
- Discuss consequences of bullying
- Understand school "zero tolerance policy" on bullying
- Explain peer pressure and apply skills to stand up to it
- Demonstrate positive communication skills
- Avoid possible dangerous situations

## Seventh Grade Health Curriculum Guide

**Students will explain the basic principles of health promotion, illness prevention, and safety. (State Goal 22)**

Students will be able to:

- Describe common emergency procedures (e.g. fire, weather)
- Apply basic first aid procedures
- Recognize abusive behaviors
- Explain signs of abusive relationships
- Understand the school “zero tolerance” policy on sexual harassment
- Describe behaviors and choices that reduce health risks



**Students will understand human body systems and factors that influence growth and development. (State Goal 23)**

Students will be able to:

- Explain the effect that substances such as drugs, alcohol and cigarettes have on the body
- List choices that have positive and negative influence on the body
- Describe situations and/or choices affecting the use, misuse, or abuse of substances that will affect physical, mental, emotional, and social growth and development
- Investigate the impact that people have on the health of others

**Students will promote and enhance health and well-being through the use of effective communication and decision-making skills. (State goal 24)**

Students will be able to:

- Use negotiation, mediation, and conflict resolution skills
- Demonstrate how peers can help one another avoid and cope with potentially dangerous situations
- Analyze the media's influence on specific behaviors
- Explain how health choices one makes now can affect one's health in the future
- Discuss peer pressure in terms of needing to use refusal skills
- Establish a plan of action for avoiding dangerous situations
- Demonstrate and apply refusal skills to potentially dangerous situations
- Find school and community health-related resources available for assistance when in need

## **Eighth Grade Health Curriculum Guide**

### **Students will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. (State Goal 20)**

Students will be able to:

- Set personal goals specific to a component of health-related fitness
- Monitor progress in reaching health goals
- Evaluate personal growth toward reaching health goals

### **Students will explain the basic principles of health promotion, illness prevention, and safety. (State Goal 22)**

Students will be able to:

- Define stress and explain ways to reduce the negative affects of stress
- Describe behaviors and choices that reduce health risks
- Understand basic safety precautions and avoid health risks
- Apply decision making skills to their daily lives
- Apply basic first aid and CPR skills
- Describe and name sexually transmitted diseases
- Understand the differences between communicable and non-communicable diseases
- Explain the difference between viral and bacterial infections
- Recognize food borne illness and diseases caused by environmental factors



### **Students will understand human body systems and factors that influence growth and development. (State Goal 23)**

Students will be able to:

- Explain the basic functions of the reproductive system
- Recognize personal health factors and choices that help or hinder the functioning of the body's systems
- Identify the components of a healthy lifestyle
- Evaluate a personal daily diet and apply change if need be
- Recognize the impact of health eating on health
- Discuss the risks of eating disorders
- Identify positive traits of healthy relationships
- Recognize stress management techniques
- Identify the possible impact of death, loss and/or divorce on the family and friends

### **Students will promote and enhance health and well-being through the use of effective communication and decision-making skills. (State goal 24)**

Students will be able to:

- Explain how to build and maintain healthy relationships
- Avoid possible dangerous situations
- Analyze the media's influence on specific behaviors
- Hypothesize how emotions can be communicated in different situations
- Find school and community health-related resources available for assistance when needed
- Apply refusal skills to potentially harmful situations
- Discover the services available from community health-related resource agencies