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|  |  | **Grade 6** | **Grade 7** | **Grade 8** |
| **Physical Health**  The student will demonstrate knowledge and skills to make healthy decisions that reduce health risks and enhance health of oneself and others. | **Body Systems**  Examine the structure, function, and relationships of body systems and their relevance to personal health. | * Identify and describe the major structures of the renal and urinary systems. * Identify ways to promote renal health. | * Identify and describe the major structures and functions of the circulatory system. * Describe ways to keep the circulatory system healthy. | * Identify the major structures and functions of the brain and nervous system. * Describe ways to maintain brain and nervous system health. |
| **Nutrition**  Identify and explain healthy eating strategies for enhancing and maintaining personal health. | * Compare the Recommended Daily Allowance (RDA) of macronutrients for adolescent males and females and analyze the benefits of following recommended daily allowances. * Explain ingredients in foods that may cause an allergic reaction and promote the understanding of the impact of food allergies on individuals. | * Describe the value of nutrient-dense foods and the benefits of eating foods to meet recommendations for iron, calcium, potassium, vitamin D, and dietary fiber. * Analyze the effects of nutrition on daily performance. * Identify and use a decision-making process to evaluate daily food intake and nutritional requirements. * Explain how allergens can cause an allergic reaction, discuss the concept of an allergen-free zone. | * Determine nutrients needed for proper brain function. * Examine the health risks of food contaminants during food preparation and storage, describe food safety techniques. * Identify the nutritional impact of disordered eating and promote resources for help and assistance with disordered eating. * Compare the health benefits, risks, and accuracy of claims associated with trending diets, dietary supplements, and popular beverages. * Analyze the impact of society on eating habits. |
| **Physical Health**  Obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions. | * Describe causes of heart disease, cancer, and diabetes and identify strategies to prevent these conditions. * Identify and describe influences on personal health choices. | * Analyze a variety of media tactics used to persuade consumers regarding physical activity, nutrition, sleep, or other areas of personal health. * Identify and describe the impact of immunizations and vaccines to prevent communicable diseases. | * Evaluate the physical, mental, and social health benefits of physical activity assessing the health risks of a sedentary lifestyle. |
| **Mental Health and Wellness**  The student will apply strategies to develop socio-emotional health, self-regulation, and healthy relationships. | **Mental Wellness/Social and Emotional Skills**  Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships. | * Define mental health and describe what it means to be mentally healthy. * Explain the importance of personal boundaries and practice ways to communicate and respect personal boundaries. * Create a plan to manage stress and criticism. * Explain the importance of understanding the feelings and perspectives of others and demonstrate ways to show respect for individual differences, opinions, and beliefs. * Describe how culture, media, and other external factors influence perceptions about body image. * Define personal strengths and areas for growth, set and monitor a personal goal to address one area. | * Define disordered eating, describe types of eating disorders, as well as their warning signs, risk factors, and protective factors * Identify school and community resources for help and support with eating disorders * Define depression and describe the warning signs, risk factors, and protective factors for anxiety and depression. * Identify the body’s physical and psychological responses to stress. * Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction and develop strategies for coping with disappointment, stress, anxiety, anger, and adversity. | * Identify factors that can influence mental health. * Describe careers associated with mental health care. * Describe the warning signs, risk factors, and protective factors for self-harm behaviors. * Identify, recognize, and promote family, school, and community resources for helping oneself and others with mental health needs. * Explain and demonstrate the importance of developing relationships that are positive, safe, and respectful. |
| **Safety and Prevention**  The student will describe ways to prevent common childhood injuries and health problems. | **Disease Prevention/Health Promotion**  Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions. | * Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance. * Explain the impact of weather- or climate-related physical conditions on individuals and describe ways to prevent these conditions. | * Describe how the school and community can impact personal health practices and behaviors (e.g. available services, recreation, etc.) * Define public health and identify government agencies and community services that provide consumer protections for health products and services. | * Explain the difference between rest, sleep, sleep deprivation, and sleep debt. * Create Specific, Memorable, Attainable, Relevant, and Timely (S.M.A.R.T.) goals to get optimal sleep. * Identify environmental and personal factors that influence the degree of disease risk. |
| **Safety/Injury Prevention**  Identify and demonstrate safety and first aid knowledge to prevent and treat injuries. | * Identify strategies to prevent injuries during various activities. * Describe and demonstrate basic first aid and emergency procedures for common injuries. * Use decision a decision-making process to determine when medical assistance is needed. * Explain the need for school safety drills exploring potential consequences of following and not following safety protocols. | * Explain the need for school safety drills exploring potential consequences of following and not following safety protocols. | * Identify risky behaviors and the role of decision making associated with Internet use, online gaming, and social media. * Describe how to assess levels of stress based on physical and psychological responses and practice and promote stress-management skills. |
| **Violence Prevention**  Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. | * Analyze the role of emotions and media influences on conflict and violence. * Describe the possible effects of bullying and cyberbullying. * Explain the importance of family, peers, community, and the media on preventing bullying and cyberbullying. | * Identify the characteristics of healthy interpersonal relationships emphasizing empathy, compassion, and acceptance of others. * Describe situations that can cause a range of emotions and feelings, and describe how to recognize these emotions. * Develop strategies to identify, express, and cope with disappointment, stress, anxiety, anger, and adversity. * Demonstrate healthy verbal, nonverbal, written, and visual communication. | * Differentiate between bullying behaviors, arguments, peer conflict, harassment, teasing, taunting, and joking situations. * Explain the effects of bullying on individuals. * Recommend and demonstrate strategies to develop positive relationships. |
| **Substance Abuse Prevention**  Understand the difference between use and misuse of different substances and their impact on health. | * Differentiate between proper use and misuse of prescription and nonprescription medications, describe where to access accurate information about the use of medication. * Define addiction and substance abuse and describe their characteristics. * Differentiate between legal and illegal drugs and describe the dangers illegal in the community and nation. * Identify the benefits of a smoke and tobacco/nicotine-free environment. * Identify mental and health professionals and explain their role in preventing the use/abuse of illegal drugs, alcohol, tobacco, and inhalants. | * Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products. * Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors. * Explain the purpose of the Food and Drug Administration (FDA), and differentiate between FDA-approved and non-FDA-approved substance. * Identify types of advertising techniques used in a variety of media, including social media that may influence adolescents’ decisions concerning alcohol, tobacco and nicotine products, and other drugs. * Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills). | * Describe the short- and long-term health issues and effects on the brain, relationships, and behavior related to the use of alcohol, tobacco, nicotine products, and other drugs. * Analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs. * Express positive norms regarding why most teenagers do not use alcohol, tobacco, prescription opioids, or other drugs (e.g., do not think use and abuse are acceptable or appropriate). |
| **Community/**  **Environmental Health**  Describe ways in which safe and healthy school and community environments can promote personal health. | * Explain the role of the Environmental Protection Agency (EPA), local agencies, and all individuals in protecting and preserving the environment. * Assess environmental health and safety issues in the community. * Develop a plan to work collaboratively others to address one of these issues. | * Describe human behaviors that contribute to air, water, soil, and noise pollution. * Explain how environmental health is essential to personal and community health. * Demonstrate ways to conserve and promote the conservation of natural resources. | * Define and describe renewable resources and sustainable energy. * Explain how humans and the environment are interdependent. * Analyze opportunities for community service and advocacy for policies that promote environmental health. |