

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