


Health Curriculum – Grade 6 – 8
Revs. October 2007

1.0		Nutrition and						
Fitness		1.01	1.02	1.03	1.04	1.05	1.06	1.07
Sixth Grade	Chart the relationship between activity and calories burned	Understand the relationship between healthy food intake and growth spurts during puberty.	Identify the cause and effects of eating disorders	Develop an appreciation of lifelong physical activities and daily nutrition.	Describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities.	Analyze the relationship between exercise, rest, sleep and good health	Demonstrate and practice different types of exercise; such as isometric, anaerobic, and aerobic and compute target heart rate.	
The student will:								
Seventh / Eighth Grade	Explain the food pyramids concept of nutrition	Discuss the relationship between regular activity and personal health habits that promote and maintain well-being	Describe proper and improve ways to lower fat composition	Describe how foods that are high and low in fat, cholesterol, sodium and sugar affect health	Analyze the relationship between exercise, rest, sleep and good health	Explain the elements for proper care of teeth, eyes, ears, and skin.	Calculate daily calorie needs based on age, height, desired weight, and levels of activity	
The student will:								

2.0		Tobacco, Alcohol and Other Drugs											
		2.01	2.02	2.03	2.04	2.05	2.06	2.07	2.08	2.09	2.10	2.11	2.12
Sixth Grade	Discuss societal costs for addictions, dependency, and treatment	Develop and communicate a personal decision-making model regarding alcohol and other drug use based upon acquired information	Identify community resources from which to get help and information										
The student will:													
Seventh / Eighth Grade	Identify the social, psychological, and physical consequences of using tobacco, alcohol and other drugs.	Demonstrate refusal skills for tobacco, alcohol and other drugs	Identify the consequences of alcohol, tobacco and other drugs that can immediately affect their daily lives and social relationships	Demonstrate the similarities between using marijuana and alcohol	Propose alternatives to tobacco, alcohol and other drug use	Identify social, peer, internal and external pressures to use drugs	Recognize that most teenagers do not use drugs	Practice and list alternative ways to resist pressures	Describe the dangers of inhalants; reasons not to use and methods to quit if use begins	List methods on how to avoid accidental inhalant poisoning	Identify the benefits of not using drugs	Identify actions students may take to quit smoking	
The student will:													

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3.0 Human Growth and Development									
	3.01	3.02	3.03	3.04	3.05	3.06	3.07	3.08	3.09
Sixth Grade The student will:	Describe the physical changes that occur during puberty and the interrelationship among systems that cause change.	Explain the functions of the reproductive system.	Select relationships that promote healthy choices and build self-esteem	Develop relationship skills such as communication, valuing other, and showing self respect	Practice skills and techniques for resolving conflicts with peers, family and authority figures.	Identify the functions of the endocrine glands which influence human growth and development.	Know human hormones' involvement in puberty changes.	Describe social, emotional and physical changes associated with puberty changes.	Compare the difference between mature and immature actions
Seventh / Eighth Grade The student will:	Describe social, emotional and physical changes associated with puberty changes	Discuss the benefits of abstinence both mentally and physically especially for teenagers	Select and compare the different types of relationships that individually have such as friends, peers, colleagues, marital, family ties, etc.	Explain the mental impact that a sexual relationship might have on self, peers, friends and family.	Understand the consequences, emotionally and physically, with taking unprotected premarital sexual activity.	Identify the functions of the endocrine glands which influence human growth and development	Know human hormones' involvement in puberty changes	Discuss the emotional changes that occur during the teenage years.	Compare difference mature and immature actions

3.0 Human Growth and Development									
	3.10	3.11	3.12	3.13	3.14	3.15	3.16	3.17	3.18
Sixth Grade The student will:	Define harassment and appropriate boundaries	Be aware that a healthy understanding of his/her sex drive is natural for sexual development but doesn't							
Seventh / Eighth Grade The student will:	Define harassment and appropriate boundaries	Be aware that a healthy understanding of his/her sex drive is natural for sexual development but doesn't need to be acted on.	Know the stages of prenatal development	Describe factors which influence prenatal development	Understand myths and facts relating to pregnancy	Describe various contraceptives	Acquire understanding of the consequences of teenage pregnancy and the choices involved.	Saying Yes to saying No – help students learn ways to say "No" to drugs and premarital sex.	Identify sexual pressure and assist students to resist sexual pressure from peers and others in their environment

3.0 Human Growth and Development								
	3.19	3.20	3.21	3.22	3.23	3.24	3.25	3.26
Seventh / Eighth Grade The student will:	Identify the different types of sexually transmitted diseases.	Discuss personal and societal costs for teenage pregnancy	Develop and communicate a personal decision-making model regarding abstinence	Identify community resources available for youth in crisis; abuse, assault, peer pressure, etc.	Identify the social and physical consequences of premarital sexual relationships.	Identify social, peer, internal and external pressures regarding abstinence.	Recognize that most teenagers do not engage in sexual relationships	Discuss how to communicate with parents regarding personal issues.

4.0 Safety and Accident Prevention			
	4.01	4.02	4.03
Sixth Grade	Identify common accidents and list ways to prevent them	Learn beginning conflict management techniques	List methods of self discipline and acceptable behaviors at home and at school that lead to a safe and secure environment
Seventh / Eighth Grade The student will:	Investigate common causes for injury or accidental death of teenage students	Demonstrate skills to avoid becoming a victim of crime, bullying, or aggressive behavior, including skills for handling conflict	Apply concepts of personal online safety and other cyber security, and demonstrate awareness of the concepts of cyber bullying, predator identification and homeland security.

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5.0						Mental Health
	5.01	5.02	5.03	5.04	5.05	5.06
Sixth Grade	No objectives at this level					
Seventh / Eighth Grade	Practice skills and behaviors that increase self-esteem, including realistic goal setting	Employ skills for responsible decision-making and problem solving	Identify characteristics of differences of female and male bullying / harassment behaviors	Victim support for bullying / harassment	Discuss how lifestyle changes can affect an individual's well-being	Identify the elements of a positive self-image, including self-respect and respect for others.
The student will:						
	5.07	5.08	5.09	5.10	5.11	5.12
Seventh / Eighth Grade	Define elements of negative self-concept	Analyze the influences of peer pressure on health choices	Analyze the interrelationships among physical, mental and social well-being	Describe the impact of mental health on positive relationships	Describe ways to use exercise, nutrition and relaxation as a means of reducing stress	Identify positive and negative stress and how they affects one's life
The student will:						
	5.13	5.14	5.15			
Seventh / Eighth Grade	Explain the causes, prevention, and treatment of anorexia nervosa, bulimia, and compulsive overeating	Discuss suicide (Characteristics, intervention, and prevention) and resources for assistance	Describe self-destructive behavior and recommend alternative coping strategies			
The student will:						

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6.0 Consumer and Community Health		
	6.01	6.02
Sixth Grade The student will:	Become aware of what protections should individuals expect from their communities	List what resources are available in their community
Seventh / Eighth Grade The student will:	Explore laws and regulations for labels and selling safe foods and drugs: Evaluate terms such as "processed," "preservations," "pesticides," "natural," and "organic."	Identify barriers to effective communications of information, ideas, feelings, and opinions about health.

<p>Grains Make half your grains whole</p> <p>Start smart with breakfast. Look for whole-grain cereals.</p> <p>Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" like "whole wheat".</p>	<p>Vegetables Vary your veggies</p> <p>Color your plate with all kinds of great-tasting veggies.</p> <p>What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.</p>	<p>Fruits Focus on fruits</p> <p>Fruits are nature's treats – sweet and delicious.</p> <p>Go easy on juice and make sure it's 100%.</p>	<p>Milk Get your calcium-rich foods</p> <p>Move to the milk group to get your calcium. Calcium builds strong bones.</p> <p>Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.</p>	<p>Meat & Beans Go lean with protein</p> <p>Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.</p> <p>It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.</p>
<p>For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.</p>				
<p>Eat 6 oz. every day: at least half should be whole</p>	<p>Eat 2 1/2 cups every day</p>	<p>Eat 1 1/2 cups every day</p>	<p>Get 3 cups every day: for kids ages 2 to 8, it's 2 cups</p>	<p>Eat 5 oz. every day</p>
<p>Oils Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.</p>				