

HEALTH (Grade 8) | Curriculum Map and Pacing Guide

<p>COURSE DESCRIPTION: The goal of health education is to support students in making health decisions through learning experiences that help build self-awareness, critical thinking and problem-solving, goal setting, and confidence. Curriculum and instruction seek to help students develop positive resiliency and life skills that will benefit their overall health as they progress through the district and beyond. By the end of the grade level, students should be able to explain why the concept of study is relevant to a healthy lifestyle.</p>	<p>Duration: Approximately 20 days of instruction offered in a 9-week rotation with P.E.</p>
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MENTAL AND EMOTIONAL HEALTH (approx. 6 days)			
National Standards <for grade band 6-8>	Ohio Legislation <for grade band 7-8>	Student Learning Targets	Learning Activities and Instructional Resources
<p>National Health Standards (2007): 1.8.1. Analyze the relationship between healthy behaviors and personal health. 1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. 1.8.3. Analyze how the environment affects personal health. 1.8.6. Describe how appropriate health care can promote personal health. 2.8.2. Describe the influence of culture on health beliefs, practices, and behaviors. 2.8.3. Describe how peers influence healthy and unhealthy behaviors. 2.8.5. Analyze how the messages from media influence health behaviors. 2.8.6. Analyze the influence of technology on personal and family health.</p>	<p>N/A</p>	<ul style="list-style-type: none"> ▪ Identify signs and symptoms of depression and other mental and emotional health issues. ▪ Identify causes and treatments for depression and anxiety. ▪ Understand the difference between feelings and emotions and why it is important to express them. ▪ Understand ways to improve self-esteem and why it is important. ▪ Identify positive character traits and elaborate on desired personal traits and traits desired in friends. 	<ul style="list-style-type: none"> ▪ NCH counselor guest speaker ▪ Written reflection on guest speaker topics ▪ Mental/emotional health PPT, discussion and guided notes ▪ Mental health article and worksheet ▪ Color Personality Profile ▪ Activity: Character Trait (find must-haves and eliminate deal breakers) ▪ Video: “Stigma”

STRESS AND COPING (approx. 4 days)

National Standards <for grade band 6-8>	Ohio Legislation <for grade band 7-8>	Student Learning Targets	Learning Activities and Instructional Resources
<p>National Health Standards (2007): 5.8.4. Distinguish between health and unhealthy alternatives to health-related issues or problems. 5.8.5. Predict the potential short-term impact of each alternative on self and others. 5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision. 5.8.7. Analyze the outcomes of a health-related decision. 6.8.1. Assess personal health practices. 6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice. 6.8.3. Apply strategies and skills needed to attain a personal health goal.</p>	<p>Nutritive value of foods</p>	<ul style="list-style-type: none"> ▪ Describe the negative effects stress can physical and mental/emotional health. ▪ Understand how to identify and use positive methods of managing stress. ▪ Identify and explain healthy coping mechanisms. ▪ Identify and explain the “stages in stress response” (i.e., alarm/fight or flight, resistance, exhaustion). ▪ Identify negative coping mechanisms and understand why they are unhealthy. 	<ul style="list-style-type: none"> ▪ Stress and coping PPT, discussion and guided notes ▪ “Stress Survey” ▪ Stress and coping article and worksheet ▪ TED Talk: “Stress” ▪ Video: “Stress Response” ▪ Stressors and coping mechanism drawings ▪ Activity: “This Is How I Cope” ▪ Participation in stress techniques in class

HEALTHY RELATIONSHIPS AND SEXUAL EDUCATION (approx. 4 days)

National Standards <for grade band 6-8>	Ohio Legislation <for grade band 7-8>	Student Learning Targets	Learning Activities and Instructional Resources
<p>National Health Standards (2007): 2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.. 7.8.1. Explain the importance of assuming responsibility for personal health behaviors.</p> <p>National Sexuality Standards (2012):</p>	<p>Dating violence prevention</p> <p>Recognizing dating violence warning signs and characteristics of healthy relationships</p> <p>ORC 3313.6011</p>	<ul style="list-style-type: none"> ▪ Identify types of sexually transmitted infections (STIs) and explain how they are transmitted. ▪ Describe the prevention, symptoms and treatment methods for STIs, including abstinence. ▪ Identify contraceptive methods used to prevent pregnancy, including abstinence, and their rates of failure. 	<ul style="list-style-type: none"> ▪ Sexual education PPT, discussion and guided notes ▪ NCH guest speaker, Center for Family Safety and Healing / Digital Dating and Abuse ▪ STI brochure readings

<p>PR.8.CC.2. Define sexual abstinence as it relates to pregnancy prevention.</p> <p>PR.8.CC.3. Explain the health benefits, risks and effectiveness rates of various contraception, including abstinence and condoms.</p> <p>PR.8.INF.1. Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors.</p> <p>PR.8.IC.1. Demonstrate the use of effective communication skills to support one’s decision to abstain from sexual behaviors.</p> <p>SH.9.CC.1. Define STDs, including HIV, and how they are and are not transmitted.</p> <p>SH.8.INF.1. Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors.</p>	<p><i>Note: ORC 3313.60 states that a parent or guardian of a student less than 18 years of age may submit a written request to examine the dating violence prevention instruction materials used at that school.</i></p>	<ul style="list-style-type: none"> ▪ Understand which contraceptive methods aid in protection from STIs. ▪ Identify and explain examples of unhealthy relationships. ▪ Understand appropriate vs. inappropriate ways to communicate using technology. 	
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ALCOHOL AND OTHER DRUGS (approx. 6 days)

National Standards <for grade band 6-8>	Ohio Legislation <for grade band 7-8>	Student Learning Targets	Learning Activities and Instructional Resources
<p>National Health Standards (2007):</p> <p>5.8.1. Identify circumstances that can help or hinder healthy decision-making.</p> <p>5.8.2. Determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>7.8.1. Explain the importance of assuming responsibility for personal health behaviors.</p>	<p>Harmful effects and legal restrictions of drugs, including alcohol and tobacco</p> <p>Prescription opioid abuse prevention, epidemic, abuse and addiction, heroin</p>	<ul style="list-style-type: none"> ▪ Understand the dangers of short-term and long-term alcohol use and abuse. ▪ Explain the dangers of short-term and long-term use of prescription drugs used unlawfully/illegitimately. ▪ Understand levels of intoxication and symptoms of alcohol poisoning. 	<ul style="list-style-type: none"> ▪ Activity: Alcohol and the Law (matching activity) ▪ Alcohol PPT, discussion and guided notes ▪ Video: “Drug Free World” (Drugfreeworld.org) ▪ Booklet and worksheet – Foundation for a Drug-Free World

<p>7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>8.8.2. Demonstrate how to influence and support others to make positive health choices.</p> <p>8.8.3. Work cooperatively to advocate for health individuals, families, and schools.</p>		<ul style="list-style-type: none"> ▪ Explain factors that impact a person’s reaction to alcohol. ▪ Understand the law as it relates to alcohol. ▪ Understand Ohio laws regarding marijuana. ▪ Understand the medical uses for marijuana. ▪ Understand the short-term and long-term effects of recreational marijuana use. 	<ul style="list-style-type: none"> ▪ Bexley Board Policies regarding “Student Conduct” ▪ Drugs PPT, discussion and guided notes ▪ Video: “Marijuana, Synthetics, and More” Drugfreeworld.org
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District Instructional Resources:

Decision for Health: Student Edition Level Blue by Holt Reinhart Winston (2009)

The Essentials of Teaching Health Education: Curriculum, Instruction and Assessment by S. Benes and H. Alperin (2016) / SHAPE America – Society of Health and Physical Educators.

Get Real! Comprehensive Sex Education That Works – Middle School (2nd Ed.) (2015) / ETR Associates

Open Source / Evidence-Based Resources:

Amaze. (2021). AMAZE. Retrieved November 10, 2021, from <https://amaze.org/>

Centers for Disease Control and Prevention (CDCP). Alcohol and public health. Retrieved April 17, 2019, from <https://www.cdc.gov/alcohol/fact-sheets/alcohol-use.htm>

Centers for Disease Control and Prevention (CDCP). (2018). Reproductive health. Retrieved November 10, 2021, from <https://www.cdc.gov/reproductivehealth/index.html>

Get Real Education Alliance. Get real curriculum. Retrieved November 10, 2021, from <https://www.getrealeducation.org/>

Guttmacher Institute. The Guttmacher Institute. Retrieved November 10, 2021, from <https://www.guttmacher.org/>

Human Rights Campaign. The human rights campaign. Retrieved November 10, 2021, from <https://www.hrc.org/>

National Alliance on Mental Illness (NAMI). NAMI Franklin County educational programs. Retrieved April 17, 2019, from <https://www.namifranklincounty.org/index.html>

National Center on Domestic and Sexual Violence. Resources. Retrieved November 10, 2021, from <http://www.ncdsv.org/>

National Domestic Violence Hotline. Love is respect. Retrieved November 10, 2021, from <https://www.loveisrespect.org/>

National Institute on Drug Abuse for Teens (NIDA). Teens: Drug abuse and the brain. Retrieved April 17, 2019, from <https://teens.drugabuse.gov/>

Nationwide Children’s Hospital. (2021). Family resources and education. Retrieved November 10, 2021, from <https://www.nationwidechildrens.org/family-resources-education>

Planned Parenthood. (2021). For teens. Retrieved November 10, 2021, from <https://www.plannedparenthood.org/learn/teens>

Substance Abuse and Mental Health Services Administration (SAMHSA). Alcohol, tobacco, and other drugs. Retrieved April 17, 2019, from <http://www.samhsa.gov/prescription-drug-misuse-abuse>

U.S. Drug Enforcement Administration (DEA). Get smart about drugs: A DEA resource for parents, educators and caregivers. Retrieved April 17, 2019, from <https://www.getsmartaboutdrugs.gov/>

National Standards and Ohio Health Legislation:

Future of Sex Education Initiative. (2011). *National sexuality education standards: Core content and skills, K-12*. Retrieved Jan. 8, 2019, from <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>

HB 19 Dating violence prevention. Retrieved March 25, 2019, from https://saferschools.ohio.gov/content/dating_violence_prevention

HB 367 Opioid abuse prevention. Retrieved March 25, 2019, from <http://education.ohio.gov/Topics/Learning-in-Ohio/Health-Education/Opioid-Abuse-Prevention>

Joint Committee on National Health Standards. (2007). *National health education standards: Achieving excellence* (2nd Ed.). – retrieved Jan. 8, 2019, from https://sparkpe.org/wp-content/uploads/NHES_CD.pdf

Ohio Department of Education. (2021). Updates to health education instruction. Retrieved November 10, 2021, from <https://education.ohio.gov/Topics/Student-Supports/Creating-Caring-Communities/Updates-to-Health-Education-Instruction>

Ohio Department of Education. 7-8 Health Education Curriculum. Retrieved March 25, 2019, from <http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Health-Education/7-8-Health-Education-Curriculum.pdf.aspx>

Other Resources:

Ohio Department of Education (ODE). Career connections framework (2012). Retrieved April 17, 2019, from <http://education.ohio.gov/Topics/Career-Tech/Career-Connections/Career-Connections-Framework>