

HEALTH (Grade 8) | Curriculum Map and Pacing Guide

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| <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) | | | |
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| National Standards <for grade band 6-8> | Ohio Legislation <for grade band 7-8> | Student Learning Targets | Learning Activities and Instructional Resources |
| <p><u>National Health Standards (2007):</u> 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” |

BEXLEY CITY SCHOOLS

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 |
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| <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 |
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| <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>Dating violence prevention</p> <p>Recognizing dating violence warning signs and characteristics of healthy relationships</p> <p><i>Note: ORC 3313.60 states</i></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. ▪ Identify contraceptive methods used to prevent pregnancy 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 |

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 |
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| <p>National Sexuality Standards (2012): PR.8.CC.2. Define sexual abstinence as it relates to pregnancy prevention. PR.8.CC.3. Explain the health benefits, risks and effectiveness rates of various contraception, including abstinence and condoms. PR.8.INF.1. Examine how alcohol and other substances, friends, family, media, society and culture influence decisions about engaging in sexual behaviors. PR.8.IC.1. Demonstrate the use of effective communication skills to support one’s decision to abstain from sexual behaviors. SH.9.CC.1. Define STDs, including HIV, and how they are and are not transmitted. SH.8.INF.1. Analyze the impact of alcohol and other drugs on safer sexual decision-making and sexual behaviors.</p> | <p><i>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. | |

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 |
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| <p>National Health Standards (2007): 5.8.1. Identify circumstances that can help or hinder healthy decision-making. 5.8.2. Determine when health-related situations require the application of a</p> | <p>Harmful effects and legal restrictions of drugs, including alcohol and tobacco</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 | <ul style="list-style-type: none"> ▪ Activity: Alcohol and the Law (matching activity) ▪ Alcohol PPT, discussion and guided notes ▪ Video: “Drug Free World” |

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 |
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| thoughtful decision-making process. 7.8.1. Explain the importance of assuming responsibility for personal health behaviors. 7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 8.8.2. Demonstrate how to influence and support others to make positive health choices. 8.8.3. Work cooperatively to advocate for health individuals, families, and schools. | Prescription opioid abuse prevention, epidemic, abuse and addiction, heroin | drugs used unlawfully/illegitimately. <ul style="list-style-type: none"> ▪ Understand levels of intoxication and symptoms of alcohol poisoning. ▪ 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. | (Drugfreeworld.org) <ul style="list-style-type: none"> ▪ Booklet and worksheet – Foundation for a Drug-Free World ▪ Bexley Board Policies regarding “Student Conduct” ▪ Drugs PPT, discussion and guided notes ▪ Video: “Marijuana, Synthetics, and More” Drugfreeworld.org |

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:

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>

Foundation for a Drug-Free World. Booklets, videos – real people, real-stories (drug education). Retrieved April 17, 2019 from <https://www.drugfreeworld.org/>

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 from <https://www.getsmartaboutdrugs.gov/>

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

Nemours Foundation / Kids Health® in the classroom. Retrieved April 17, 2019 from https://classroom.kidshealth.org/?WT.ac=mhp_e_en

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

Positive choices: Drug and alcohol information. Retrieved April 17, 2019 from <https://positivechoices.org.au/>

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

HB367 – 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

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:

Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York: Scribner.

Dweck, C. S. (2016). *Mindset: The new psychology of success*. New York: Ballantine.

Loy, M. (2011). *Children and stress: 100+ creative activities to help kids manage stress*. Duluth, MN: Whole Person Associates.

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>