

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



Curriculum Guide for Course: Health Education

Grade: 6-8

Program of Studies

This course, required of all middle school students, is a continuation of the decision-making model that was initiated through the skills-based health curriculum from the elementary schools. The curriculum is aligned directly with the national and state frameworks in order to reduce student at risk behaviors related to the use of alcohol, tobacco and other drugs. In addition, strategies are employed that will assist decision making with regard to human sexuality and puberty, and relationships with family and friends. The middle school health program will also help students to plan positive behaviors as they relate to the physical and intellectual aspects of wellness.

National Standards

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

<https://www.shapeamerica.org/standards/health/?hkey=6e00dd03-1a27-4f65-9066-157ce6013356>

Skills

Students will be able to:

- comprehend concepts related to health promotion and disease prevention in order to enhance health.
- analyze influences on their health including external and internal influences (ie. Family, peers, culture, media, technology)
- demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
- demonstrate the ability to use decision-making skills to enhance health
- demonstrate the ability to advocate for personal, family, and community health
- demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks





Units

- 1. Accessing Information:** Students will:
 - Analyze the validity of personal health (puberty) information, products, and services.
 - Determine the accessibility of products that enhance health
 - Locate valid and reliable products and services.
 - Describe social and emotional health situations that may require professional health services.

Core-Concept Tie-In: Alcohol, Tobacco, and Other Drug (ATOD) effects on the body

- 2. Analyzing Influences:** Students will:
 - Examine how family influences the health of adolescents in relation to personal and community health.
 - Analyze how the school and community can affect personal health practices and behaviors.
 - Explain the influence of personal values and beliefs on individual and community health practices and behaviors.
 - Explain the influence of public health disease prevention and health promotion on school and public health policies to personal health.
 - Describe how peer relationships influence healthy and unhealthy behaviors.
 - Explain how the perceptions of norms that influence healthy and unhealthy relationships.
 - Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors and or relationships
 - Analyze how messages from media influence health behaviors
 - Analyze the influence of technology on personal and family health.

Core-Concept Tie In: Alcohol, Tobacco, and Other Drugs (ATOD including Vaping)

- 3. Interpersonal Communication:** Students will:
 - Apply effective verbal and nonverbal communication skills to enhance social and personal health.
 - Demonstrate how to ask for assistance to enhance the health of self and others.
 - Demonstrate effective conflict management or resolution strategies in relationships, including stress and anxiety.
 - Demonstrate refusal and negotiation skills that avoid or reduce drug use.

Essential Questions

- What makes a resource legitimate?
- How to research information? Key points
- What makes an author credible?
- What makes a website credible?
- How do we access credible articles/ websites? Where do we find them?
- How can this information help me to make healthier decisions for myself?

- What are the influences that will support my healthy decision making?
- What are the influences that will support my healthy decision making when it comes to building healthy relationships?
- How can media messages and technology influence health behaviors?
- How do society norms influence decision making?
- Why does understanding healthy behaviors impact overall health outcomes?
- How can others influence our health behaviors?
- How does each aspect of health impact your overall health?
- Who and what influences the decisions we make?
- How do your values help support making healthy decisions?
- Who influences your healthful decision making?

- What is the most healthful way to resolve a conflict?
- How can I ask for help?
- How can I effectively manage conflict in relationships?
- How can I use my communication skills to avoid or refuse substances?

Key Activities

- Key activities may include discussions about:
 - Research practice with accessing valid information
 - Connecting the health triangle with our wellness
 - Written assessment, written reflection
 - Small group projects and presentations
 - Modeling, practicing, and demonstrating skills

- Key activities may include:
 - Summative:
 - Peer discussion
 - Exit ticket
 - Small group and whole group discussion on topic questions
 - Written assessments, role play

- Key activities may include:
 - Peer discussion on answers from prompts
 - Summative:
 - Peer discussion
 - Exit ticket
 - Small group and whole group discussion on topic questions
 - Written assessments, role play