



# Kodiak Island Borough School District

## Health Education Curriculum

Grades 6-8

# KIBSD Health Curriculum

## Philosophy Statement

KIBSD Health education is an essential part of each student's overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

Health literate individuals are aware of their personal values, are critical thinkers, problem solvers, responsible and productive citizens, self-directed learners, and effective communicators.

KIBSD Health education is based on the National Health Education Standards and Alaska's Skills for a Healthy Life. The National Health Education Standards are written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health.

National Health Educations Standards:

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

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

Standard 3: Students will demonstrate the ability to access valid information, 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.

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# Middle School Health Curriculum

## Grades 6-8

Overview: The major emphasis in middle school health is establishing and maintaining healthy relationships with peers, use effective communication strategies to avoid and reduce health risks and conflict, understand sexual health and personal wellness, and use goal-setting and decision making to enhance overall personal health.

<b>Units of Study</b>
Unit 1: Healthy Relationships and Living
Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention
Unit 3: Nutrition and Fitness
Unit 4: Sexual Health and Wellness

## KIBSD Middle School Health Curriculum Scope and Sequence

	Learning Targets		
	6th Grade	7th Grade	8 <sup>th</sup> Grade
Healthy Relationships and Living	<ol style="list-style-type: none"> <li>1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.</li> <li>2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.</li> <li>3. Get help for troublesome thoughts, feelings, or actions for oneself and others.</li> <li>4. Show tolerance and acceptance of differences in others.</li> <li>5. Establish and maintain healthy relationships.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.</li> <li>2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.</li> <li>3. Get help for troublesome thoughts, feelings, or actions for oneself and others.</li> <li>4. Show tolerance and acceptance for differences in others.</li> <li>5. Establish and maintain healthy relationships.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.</li> <li>2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.</li> <li>3. Get help for troublesome thoughts, feelings, or actions for oneself and others.</li> <li>4. Show tolerance and acceptance of differences in others.</li> <li>5. Establish and maintain healthy relationships.</li> </ol>
Tobacco, Alcohol, and Other Drug Use and Prevention	<ol style="list-style-type: none"> <li>1. Summarize the negative consequences of using tobacco, alcohol, and other drugs.</li> <li>2. Determine the benefits of being alcohol and other drug free.</li> <li>3. Distinguish when decisions related to alcohol and other drug use should be made individually or with the help of others.</li> <li>4. Distinguish between healthy and unhealthy alternatives to a decision related to tobacco, alcohol, and other drug use.</li> </ol>	<ol style="list-style-type: none"> <li>1. Summarize the negative consequences of using tobacco, alcohol, and other drugs.</li> <li>2. Explain school policies and community laws about tobacco, alcohol, and other drugs.</li> <li>3. Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.</li> <li>4. Describe the positive alternatives to using alcohol and other drugs.</li> <li>5. Describe situations that call for professional alcohol and other drug use treatment services.</li> <li>6. Access valid and reliable alcohol and other drug use prevention information from home, school, or community.</li> <li>7. Demonstrate the ability to set personal goals to be tobacco, alcohol and other drug free, take steps to achieve these goals, and monitor their progress in achieving them.</li> </ol>	<ol style="list-style-type: none"> <li>1. Summarize the negative consequences of using tobacco, alcohol, and other drugs.</li> <li>2. Analyze the validity and reliability of alcohol and other drug use prevention and treatment services.</li> <li>3. Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol and other drug use.</li> <li>4. Analyze the effectiveness of a final outcome of a decision related to alcohol and other drug use.</li> <li>5. Demonstrate the ability to influence and support others to make positive choices related to tobacco, alcohol, and other drug use.</li> </ol>
Nutrition and Fitness	<ol style="list-style-type: none"> <li>1. Summarize the mental and social benefits of physical activity.</li> <li>2. Explain the relationship between access to healthy foods and personal food choices.</li> <li>3. Explain how personal values and beliefs influence personal health practices and behaviors (family and culture, school and community, media and technology, and influence of peers).</li> <li>4. Demonstrate how to effectively ask for assistance, distinguish when decisions should be made individually or with the help of others.</li> <li>5. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the short-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic disease.</li> <li>2. Describe the benefits of consuming adequate amounts of vitamins and minerals.</li> <li>3. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain how an inactive lifestyle contributes to chronic disease.</li> <li>2. Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.</li> <li>3. Demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating and a physically active lifestyle.</li> <li>4. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.</li> <li>5. Demonstrate the ability to influence and support others to make positive choices related to healthy eating and physical activity.</li> </ol>
Sexual Health and Wellness	<ol style="list-style-type: none"> <li>1. Practice appropriate hygiene habits.</li> <li>2. Summarize basic male and female reproductive body parts and their functions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish and maintain healthy relationships.</li> <li>2. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health.</li> <li>3. Treat others with courtesy and respect without regard to their sexuality.</li> <li>4. Demonstrate the ability to use decision-making skills to promote sexual health.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage in behaviors that prevent or reduce sexually transmitted infections (STI), including HIV infection.</li> <li>2. Use appropriate health services to promote sexual health.</li> <li>3. Demonstrate behaviors that avoid or reduce sexual health risks.</li> </ol>

# Health (6<sup>th</sup> Grade)

## Units of Study

### **Unit 1: Healthy Relationships and Living**

#### **Essential Learnings:**

1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.
2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.
3. Get help for troublesome thoughts, feelings, or actions for oneself and others.
4. Show tolerance and acceptance of differences in others.
5. Establish and maintain healthy relationships.

### **Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention**

#### **Essential Learnings:**

1. Summarize the negative consequences of using tobacco, alcohol, and other drugs.
2. Determine the benefits of being alcohol and other drug free.
3. Distinguish when decisions related to alcohol and other drug use should be made individually or with the help of others.
4. Distinguish between healthy and unhealthy alternatives to a decision related to tobacco, alcohol, and other drug use.

### **Unit 3: Nutrition and Fitness**

#### **Essential Learnings:**

1. Summarize the mental and social benefits of physical activity.
2. Explain the relationship between access to healthy foods and personal food choices.
3. Explain how personal values and beliefs influence personal health practices and behaviors (family and culture, school and community, media and technology, and influence of peers).
4. Demonstrate how to effectively ask for assistance, distinguish when decisions should be made individually or with the help of others.
5. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.

### **Unit 4: Sexual Health and Wellness**

#### **Essential Learnings:**

1. Practice appropriate hygiene habits.
2. Summarize basic male and female reproductive body parts and their functions.

## Unit 1: Healthy Relationships and Living

Essential Learnings	Suggested Activities/Resources
<p>1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Standard 5: Students will demonstrate the ability to use decision making skills to enhance health (explicitly taught 6<sup>th</sup> grade, 7<sup>th</sup> and 8<sup>th</sup> grade review)               <ul style="list-style-type: none"> <li>○ V5.8.1 Identify circumstances that help or hinder making a decision to prevent violence.</li> <li>○ V5.8.2 Determine when potentially violent situations require a decision.</li> </ul> </li> <li>• V1.8.1 Describe ways to manage interpersonal conflict nonviolently.</li> <li>• V1.8.2 Determine the benefits of using non-violence to solve interpersonal conflict.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green               <ul style="list-style-type: none"> <li>○ Chapter 2: Lessons 1-3</li> <li>○ Chapter 6: Lessons 1-5</li> </ul> </li> </ul>
<p>2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• MEH1.8.27 Explain how the expression of emotions or feelings can help or hurt oneself and others</li> <li>• V1.8.6 Describe examples of self-control</li> <li>• 4.8.3 Demonstrate effective peer resistance skills to avoid or reduce health risks</li> <li>• Standard 6: Students will demonstrate the ability to use goal-setting skills               <ul style="list-style-type: none"> <li>○ Assess personal health practices</li> <li>○ Set realistic goals</li> <li>○ Assess the barriers to achieving</li> <li>○ Apply and use strategies and skills to achieve a goal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green               <ul style="list-style-type: none"> <li>○ Chapter 2: Lessons 4-5</li> <li>○ Chapter 6: Lessons 1-5</li> </ul> </li> </ul>
<p>3. Get help for troublesome thoughts, feelings, or actions for oneself and others.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Demonstrate how to effectively ask for assistance, distinguish when decisions should be made individual or with the help of others. (MEH5.8.3 and MEH4.8.6)</li> <li>• MEH 5.8.1 Identify circumstances that help or hinder making healthy decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green               <ul style="list-style-type: none"> <li>○ Chapter 6- Lessons 1-5</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• MEH7.8.1 Explain the importance of being responsible for personal health behaviors</li> <li>• V5.8.3 Distinguish when decisions about potentially violent situations should be made individually or with others.</li> </ul>	
<p>4. Show tolerance and acceptance of differences in others</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• V.1.8.12 Describe the similarities and differences between violent behaviors (e.g., bullying, hazing, fighting, dating violence, sexual assault, family violence, verbal abuse, acquaintance rape)</li> <li>• MEH 1.8.32, V1.8.9 Explain why it is wrong to tease of bully others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts.) <ul style="list-style-type: none"> <li>○ MEH 1.8.30 Explain how intolerance can affect others</li> <li>○ MEH 4.8.7 Demonstrate how to effectively communicate empathy and support for others</li> <li>○ V.1.8.13 Describe short and long term consequences of violence to perpetrators, victims, and bystanders.</li> <li>○ MEH 4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green <ul style="list-style-type: none"> <li>○ Chapter 3: Self-Esteem</li> <li>○ Chapter 4: Body Image</li> <li>○ Chapter 6: Lessons 1-5</li> </ul> </li> </ul>
<p>5. Establish and maintain healthy relationships</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• MEH 1.8.33 Describe characteristics of healthy relationships <ul style="list-style-type: none"> <li>○ MEH 4.8.1 Demonstrate the effective use of verbal and nonverbal communication skills to enhance healthy relationships</li> </ul> </li> <li>• V.1.8.3 Explain why it is important to understand the perspective of others in resolving conflict situations nonviolently.</li> <li>• 2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in other risky health behaviors</li> <li>• 2.8.4 Explain how personal values and beliefs influence personal health practices and behaviors (family and culture, school and community, media and technology, and influence of peers)</li> <li>• Standard 8 Demonstrate the ability to advocate for personal, family and community health.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green <ul style="list-style-type: none"> <li>○ Chapter 5</li> </ul> </li> </ul>



## Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention

Essential Learnings	Suggested Activities/Resources
<p>1. Summarize the negative consequences of using tobacco, alcohol, and other drugs. AOD 1.8.5, T1.8.2</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• AOD 1.8.7, T1.8.3 Describe situations that could lead to the use of tobacco, alcohol and other drugs.</li> <li>• AOD 1.8.6 Determine reasons why people choose to use or not to use alcohol and other drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green               <ul style="list-style-type: none"> <li>○ Chapter 13, 14</li> </ul> </li> </ul>
<p>2. Determine the benefits of being alcohol and other drug free. AOD 1.8.11</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• AOD 2.8.4 Explain how personal values and beliefs influence the likelihood of engaging in other unhealthy behaviors.</li> <li>• AOD 2.8.9, T5.8.4 Analyze how relevant influences of peers affect alcohol and other drug-use practices and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green               <ul style="list-style-type: none"> <li>○ Chapter 13, 14</li> </ul> </li> </ul>
<p>3. Distinguish when decisions related to alcohol and other drug use should be made individually or with the help of others. AOD 5.8.3</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• T1.8.11 Describe ways to support family and friends who are trying to stop using tobacco, alcohol and other drugs.</li> <li>• AOD 5.8.1, T5.8.1 Identify circumstances that help or hinder making a decision related to being tobacco, alcohol, and other drug-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green               <ul style="list-style-type: none"> <li>○ Chapter 13, 14</li> </ul> </li> </ul>
<p>4. Distinguish between healthy and unhealthy alternatives of a decision related to tobacco, alcohol and other drug use. AOD 5.8.5, T5.8.5</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• AOD 7.8.1 Explain the importance of being responsible for being tobacco, alcohol and other drug free.</li> <li>• AOD 7.8.3 Demonstrate tobacco, alcohol and other drug use prevention practices and behaviors to improve the health of oneself and others.</li> <li>• AOD 7.8.4 Make a commitment to practice healthy tobacco, alcohol and other drug-use prevention behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green               <ul style="list-style-type: none"> <li>○ Chapter 13, 14</li> </ul> </li> </ul>

## Unit 3: Nutrition and Fitness

Essential Learnings	Suggested Activities/Resources
<p>1. Summarize the mental and social benefits of physical activity. PA1.8.4</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• PA1.8.12 Summarize how physical activity can contribute to maintaining a healthy body weight</li> <li>• PA 1.8.5 Differentiate between physical activity, exercise, health related fitness, and skill related fitness               <ul style="list-style-type: none"> <li>○ PA1.8.1 Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green               <ul style="list-style-type: none"> <li>○ Chapters 11</li> </ul> </li> </ul>
<p>2. Explain the relationship between access to healthy foods and personal food choices. HE 1.8.16</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• HE 1.8.1 Classify the amount of food from each food group that a person needs each day.               <ul style="list-style-type: none"> <li>○ HE 1.8.2 Summarize a variety of nutritious food choices for each food group.</li> <li>○ HE 1.8.4 Explain why the recommended amount of food a person needs each day may be different for each food group.</li> </ul> </li> <li>• HE 1.8.13 Summarize the benefits of limiting the consumption of solid fat, added sugar, and sodium.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green               <ul style="list-style-type: none"> <li>○ Chapters 12</li> </ul> </li> </ul>
<p>3. Explain how personal values and beliefs influence personal health practices and behaviors (family and culture, school and community, media and technology, and influence of peers). HE 2.8.4</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• HE 2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in other risky health behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green               <ul style="list-style-type: none"> <li>○ Chapter 1, 15</li> </ul> </li> </ul>
<p>4. Demonstrate how to effectively ask for assistance, distinguish when decisions should be made individually or with the help of others. (MEH5.8.3 and MEH4.8.6)</p> <p>Objectives:</p>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Green               <ul style="list-style-type: none"> <li>○ Chapters 1, 15</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>HE 4.8.3 Demonstrate effective peer resistance skills to avoid or reduce health risks.</li> </ul>	
<p>5. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle. HE6.8</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Assess personal health practices</li> <li>Set realistic goals</li> <li>Assess the barriers to achieving</li> <li>Apply and use strategies and skills to achieve a goal.</li> </ul>	<ul style="list-style-type: none"> <li>Decisions for Health Textbook- Level Green <ul style="list-style-type: none"> <li>Chapter 2: Lessons 4-5</li> <li>Chapters 11, 12</li> </ul> </li> </ul>

<b>Unit 4: Sexual Health and Wellness</b>	
<b>Essential Learnings</b>	<b>Suggested Activities/Resources</b>
<p>1. Practice appropriate hygiene habits.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>PHW1.8.1 Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Decisions for Health Textbook- Level Green <ul style="list-style-type: none"> <li>Chapter 7</li> </ul> </li> </ul>
<p>2. SH1.8.27 Summarize basic male and female reproductive body parts and their functions.</p>	<ul style="list-style-type: none"> <li>Decisions for Health Textbook- Level Green <ul style="list-style-type: none"> <li>Chapter 9</li> </ul> </li> </ul>

<b>Additional Resources</b>
<ul style="list-style-type: none"> <li>Decisions for Health-Study Guide (Level Green)</li> <li>Decisions for Health- Decision-Making and Refusal Skills Workbook (Level Green)</li> <li>Decisions for Health- Risks of Sexual Activity (All Levels)</li> <li><b>6<sup>th</sup> grade Course Overview Letter- Send at the beginning of the course.</b></li> <li><b>6<sup>th</sup> grade Sexual Health Letter- Send 2 weeks prior to starting the Unit.</b></li> </ul>

## 6<sup>th</sup> Grade Health: Course Overview

### Letter to Parents/Guardians

Date \_\_\_\_\_

Dear Parents/Guardians,

KIBSD Health education is an essential part of each student’s overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

Provided below are the 6<sup>th</sup> grade Units of Study and Essential Learnings:

Units of Study	Essential Learnings
Unit 1: Healthy Relationships and Living	<ol style="list-style-type: none"> <li>1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.</li> <li>2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.</li> <li>3. Get help for troublesome thoughts, feelings, or actions for oneself and others.</li> <li>4. Show tolerance and acceptance of differences in others.</li> <li>5. Establish and maintain healthy relationships.</li> </ol>
Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention	<ol style="list-style-type: none"> <li>1. Summarize the negative consequences of using tobacco, alcohol, and other drugs.</li> <li>2. Determine the benefits of being alcohol and other drug free.</li> <li>3. Distinguish when decisions related to alcohol and other drug use should be made individually or with the help of others.</li> <li>4. Distinguish between healthy and unhealthy alternatives to a decision related to tobacco, alcohol, and other drug use.</li> </ol>
Unit 3: Nutrition and Fitness	<ol style="list-style-type: none"> <li>1. Summarize the mental and social benefits of physical activity.</li> <li>2. Explain the relationship between access to healthy foods and personal food choices.</li> <li>3. Explain how personal values and beliefs influence personal health practices and behaviors (family and culture, school and community, media and technology, and influence of peers).</li> <li>4. Demonstrate how to effectively ask for assistance, distinguish when decisions should be made individually or with the help of others.</li> <li>5. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.</li> </ol>
Unit 4: Sexual Health and Wellness	<ol style="list-style-type: none"> <li>1. Practice appropriate hygiene habits.</li> <li>2. Summarize basic male and female reproductive body parts and their functions.</li> </ol>

I hope this information helps you understand what your child will be learning in Health class. As you know, children at this age are changing rapidly both physically and emotionally and I hope to help them gain a better understanding of themselves and their peers. Adolescents are highly influenced by peers and may receive false information, which can result in misconceptions. Often during classroom discussions students bring up questions and the goal of Health class is to help provide some answers. However, I strongly encourage students to first and foremost communicate with their parents regarding any aspect of health class. I believe that parents provide the main source of information for their children and this class works in partnership with parents.

As per school board policy, BP6142.1, Family Life/Sex Education, you have the right to review any instructional materials and excuse your child, in writing, from any portion of the class.

Please feel free to contact me at any time during the course of the Health unit if you have questions or concerns about the Health curriculum. I am located in Rm. \_\_\_\_\_ at KMS and my email address is \_\_\_\_\_.

Thank you,

\_\_\_\_\_

.....

I have read and understand the curriculum for sixth grade Health.

Parent/Guardian signature \_\_\_\_\_

Student name \_\_\_\_\_

## 6<sup>th</sup> Grade Sexual Health Letter to Parents/Guardians

Date \_\_\_\_\_

Dear Parents/Guardians,

KIBSD Health education is an essential part of each student's overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

This letter is to inform you that we will be studying the following sexual health topics. As per school board policy, BP6142.1, Family Life/Sex Education, you have the right to review any instructional materials and excuse your child, in writing, from any portion of the class.

<b>Unit 4: Sexual Health and Wellness</b>
1. Practice appropriate hygiene habits.
Objectives: <ul style="list-style-type: none"><li>PHW1.8.1 Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.</li></ul>
2. SH1.8.27 Summarize basic male and female reproductive body parts and their functions.



Please feel free to contact me at any time during the course of the Health unit if you have questions or concerns about the Health curriculum. I am located in Rm. \_\_\_\_\_ at KMS and my email address is \_\_\_\_\_.

Thank you,

\_\_\_\_\_

# Health (7<sup>th</sup> Grade)

## Units of Study

### Unit 1: Healthy Relationships and Living

#### Essential Learnings:

1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.
2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.
3. Get help for troublesome thoughts, feelings, or actions for oneself and others.
4. Show tolerance and acceptance for differences in others.
5. Establish and maintain healthy relationships.

### Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention

#### Essential Learnings:

1. Summarize the negative consequences of using tobacco, alcohol, and other drugs.
2. Explain school policies and community laws about tobacco, alcohol, and other drugs.
3. Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.
4. Describe the positive alternatives to using alcohol and other drugs.
5. Describe situations that call for professional alcohol and other drug use treatment services.
6. Access valid and reliable alcohol and other drug use prevention information from home, school, or community.
7. Demonstrate the ability to set personal goals to be tobacco, alcohol and other drug free, take steps to achieve these goals, and monitor their progress in achieving them.

### Unit 3: Nutrition and Fitness

#### Essential Learnings:

1. Explain the short-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic disease.
2. Describe the benefits of consuming adequate amounts of vitamins and minerals.
3. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.

### Unit 4: Sexual Health and Wellness

#### Essential Learnings:

1. Establish and maintain healthy relationships.
2. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health.
3. Treat others with courtesy and respect without regard to their sexuality.
4. Demonstrate the ability to use decision-making skills to promote sexual health.

## Unit 1: Healthy Relationships and Living

Essential Learnings	Suggested Activities/Resources
<p>1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• MEH 1.8.25 Explain positive and negative ways of dealing with stress.</li> <li>• 2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</li> <li>• V.1.8.1 Describe ways to manage interpersonal conflict nonviolently.</li> <li>• V.1.8.2 Determine the benefits of using non-violence to solve interpersonal conflict.</li> <li>• V.1.8.18 Describe strategies to avoid physical fighting and violence.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red               <ul style="list-style-type: none"> <li>○ Chapter 8, 10</li> </ul> </li> <li>• The Fourth R- Unit # 1</li> </ul>
<p>2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• MEH 1.8.26 Analyze the risks of impulsive behaviors.               <ul style="list-style-type: none"> <li>○ V.1.8.19 Describe examples of risky behaviors that might lead to injuries.</li> </ul> </li> <li>• 4.8.3 Demonstrate effective peer resistance skills to avoid or reduce health risks.</li> <li>• V.1.8.4 Analyze the risks of using violence as an impulsive behavior or response to stress or conflict.</li> <li>• V.1.8.8 Analyze how impulsive behaviors can lead to violence.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red               <ul style="list-style-type: none"> <li>○ Chapter 10</li> </ul> </li> <li>• The Fourth R- Unit # 1</li> </ul>
<p>3. Get help for troublesome thoughts, feelings, or actions for oneself and others.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• MEH 1.8.29 Examine the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.</li> <li>• Demonstrate how to effectively ask for assistance, distinguish when decisions should be made individual or with the help of others. (MEH5.8.3 and MEH4.8.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red               <ul style="list-style-type: none"> <li>○ Chapter 7</li> </ul> </li> <li>• The Fourth R- Unit # 1</li> </ul>



<p>4. Show tolerance and acceptance of differences in others</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• MEH 1.8.32 Explain why it is wrong to tease or bully others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts.) <ul style="list-style-type: none"> <li>○ 1.8.30 Explain how intolerance can affect others.</li> <li>○ 4.8.7 Demonstrate how to effectively communicate empathy and support for others.</li> <li>○ 4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.</li> </ul> </li> <li>• V.1.8.14 Describe how prejudice, discrimination, and bias can lead to violence.</li> <li>• V.1.8.15 Explain how intolerance can lead to violence.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red <ul style="list-style-type: none"> <li>○ Chapter 9, 10</li> </ul> </li> <li>• The Fourth R- Unit # 1</li> </ul>
<p>5. Establish and maintain healthy relationships</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• 8.33 Describe characteristics of healthy relationships</li> <li>• 2.8.4 Explain how personal values and beliefs influence personal health practices and behaviors (family and culture, school and community, media and technology, and influence of peers)</li> <li>• V.1.8.3 Explain why it is important to understand the perspective of others in resolving conflict situations nonviolently.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red <ul style="list-style-type: none"> <li>○ Chapter 9</li> </ul> </li> <li>• The Fourth R- Unit # 1</li> </ul>

## Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention

Essential Learnings	Suggested Activities/Resources
<p>1. Summarize the negative consequences of using tobacco, alcohol, and other drugs. AOD 1.8.5, T1.8.2</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• AOD2.8.5, T1.8.2 Describe how tobacco, alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors.</li> <li>• AOD5.8.6 Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco, alcohol and other drug use.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red               <ul style="list-style-type: none"> <li>○ Chapter 11- Teens and Tobacco</li> <li>○ Chapter 12- Teens and Alcohol</li> <li>○ Chapter 13- Teens and Drugs</li> </ul> </li> <li>• The Fourth R- Unit # 2</li> </ul>
<p>2. Explain school policies and community laws about tobacco, alcohol and other drugs. AOD 1.8.9</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>○ AOD2.8.1 Explain the influence of school rules and community laws on alcohol and other drug related practice and behaviors.</li> <li>○ AOD2.8.2-AOD2.8.3 Explain how perceptions of norms and social expectations influence healthy and unhealthy tobacco, alcohol and other drug use practices and behaviors.</li> <li>○ T.1.8.8 Explain school policies and community laws related to the sale and use of tobacco products.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red               <ul style="list-style-type: none"> <li>○ Chapter 11- Teens and Tobacco</li> <li>○ Chapter 12- Teens and Alcohol</li> <li>○ Chapter 13- Teens and Drugs</li> </ul> </li> <li>• The Fourth R- Unit # 2</li> </ul>
<p>3. Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use. AOD1.8.10</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• AOD 1.8.14 Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.</li> <li>• AOD4.8.3 Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red               <ul style="list-style-type: none"> <li>○ Chapter 11- Teens and Tobacco</li> <li>○ Chapter 12- Teens and Alcohol</li> <li>○ Chapter 13- Teens and Drugs</li> </ul> </li> <li>• The Fourth R- Unit # 2</li> </ul>
<p>4. Describe positive alternatives to using alcohol and other drugs. AOD1.8.12</p> <p>Objectives:</p>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red               <ul style="list-style-type: none"> <li>○ Chapter 11- Teens and Tobacco</li> <li>○ Chapter 12- Teens and Alcohol</li> <li>○ Chapter 13- Teens and Drugs</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• AOD2.8.6-8, T2.8 Analyze how relevant influences of family, culture, school, community, and media affect alcohol and other drug use practices and behaviors</li> <li>• AOD4.8.4-5, T4.8 Demonstrate effective peer resistance and negotiation skills to avoid or reduce exposure to tobacco, alcohol and other drug use.</li> <li>• T1.8.7 Explain reasons most individuals do not use tobacco, alcohol or other drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• The Fourth R- Unit # 2</li> </ul>
<p>5. Describe situations that call for professional alcohol and other drug use treatment services. AOD3.8.4</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• AOD3.8.7 Locate valid and reliable alcohol and other drug use treatment services</li> <li>• AOD4.8.6 Demonstrate how to effectively ask for assistance to quit using alcohol or other drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red <ul style="list-style-type: none"> <li>○ Chapter 11- Teens and Tobacco</li> <li>○ Chapter 12- Teens and Alcohol</li> <li>○ Chapter 13- Teens and Drugs</li> </ul> </li> <li>• The Fourth R- Unit # 2</li> </ul>
<p>6. Access valid and reliable alcohol and other drug use prevention information from home, school, or community. AOD3.8.6</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• AOD5.8.2 Determine when situations related to alcohol and other drug use require a decision.</li> <li>• AOD5.8.3 Distinguish when decisions related to alcohol and other drug use should be made individually or with the help of others.</li> <li>• AOD5.8.7 Choose a healthy alternative when making a decision related to alcohol and other drug use.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red <ul style="list-style-type: none"> <li>○ Chapter 11- Teens and Tobacco</li> <li>○ Chapter 12- Teens and Alcohol</li> <li>○ Chapter 13- Teens and Drugs</li> </ul> </li> <li>• The Fourth R- Unit # 2</li> </ul>
<p>7. Demonstrate the ability to set personal goals to be tobacco, alcohol and other drug free, take steps to achieve these goals, and monitor their progress in achieving them. AOD6.8, T6.8</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• AOD7.8.2 Analyze personal practices and behaviors that reduce or prevent tobacco, alcohol and other drug use.</li> <li>• T.1.8.5, T.7.8 Summarize and demonstrate strategies to establish the benefits of being tobacco, alcohol and other drug-free.</li> <li>• AOD7.8.5 Make a commitment to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red <ul style="list-style-type: none"> <li>○ Chapter 11- Teens and Tobacco</li> <li>○ Chapter 12- Teens and Alcohol</li> <li>○ Chapter 13- Teens and Drugs</li> </ul> </li> <li>• The Fourth R- Unit # 2</li> </ul>

## Unit 3: Nutrition and Fitness

Essential Learnings	Suggested Activities/Resources
<p>1. Explain the short-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic disease. PA1.8.7</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• PA1.8.1 Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults.</li> <li>• PA 1.8.8 Explain how an inactive lifestyle contributes to chronic disease.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red               <ul style="list-style-type: none"> <li>○ Chapter 4</li> </ul> </li> </ul>
<p>2. Describe the benefits of consuming adequate amounts of vitamins and minerals. HE 1.8.8</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• HE 1.8.7 Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red               <ul style="list-style-type: none"> <li>○ Chapter 5: Lesson 2</li> </ul> </li> <li>• The Fourth R- Unit # 4</li> </ul>
<p>3. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle. HE6.8</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Assess personal health practices</li> <li>• Set realistic goals</li> <li>• Assess the barriers to achieving</li> <li>• Apply and use strategies and skills to achieve a goal.               <ul style="list-style-type: none"> <li>○ NOTE KMS educators felt it was important to add the following to this unit of study:</li> </ul> </li> <li>• Understand the the differences between micro and macro nutrients.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red               <ul style="list-style-type: none"> <li>○ Chapter 1: Health and Wellness</li> <li>○ Chapter 2: Goal-Setting</li> </ul> </li> <li>• The Fourth R- Unit # 4 (Lesson 4)</li> </ul>

## Unit 4: Sexual Health and Wellness

Essential Learnings	Suggested Activities/Resources
<ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• SH1.8.1 Describe characteristics of healthy relationships.               <ul style="list-style-type: none"> <li>○ SH1.8.2 Explain the qualities of a healthy dating relationships.                   <ul style="list-style-type: none"> <li>▪ SH8.4 Use interpersonal communication skills to avoid or reduce sexual risk behaviors.</li> </ul> </li> <li>○ SH1.8.3 Differentiate healthy and unhealthy relationships.                   <ul style="list-style-type: none"> <li>▪ SH1.8.6 Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites.</li> </ul> </li> <li>○ SH1.8.4 Describe healthy ways to express affection, love, and friendship.                   <ul style="list-style-type: none"> <li>▪ SH1.8.8 Explain why individual have the right to refuse sexual contact.</li> <li>▪ SH1.8.14 Describe techniques that are used to coerce or pressure someone to engage in sexual behaviors.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Red</li> <li>• Chapter 9</li> <li>• Decisions for Health- Risks of Sexual Activity               <ul style="list-style-type: none"> <li>○ Lesson 1, 2</li> </ul> </li> <li>• The Fourth R- Unit #3 (Lessons 5, 6)</li> </ul>
<ul style="list-style-type: none"> <li>• Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. SH1.8.5</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• SH8.2 Analyze the influence of family, peers, culture, media, technology, and other factors on sexual health practices and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health- Risks of Sexual Activity               <ul style="list-style-type: none"> <li>○ Lesson 2, pg. 9</li> </ul> </li> <li>• The Fourth R- Unit #3 (Lessons 5, 6)</li> </ul>
<ul style="list-style-type: none"> <li>• Treat others with courtesy and respect without regard to their sexuality.</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• SH1.8.34 Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).               <ul style="list-style-type: none"> <li>○ SH1.8.35 Describe how intolerance can affect others when aspects of their</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health- Risks of Sexual Activity               <ul style="list-style-type: none"> <li>○ Lesson 1</li> </ul> </li> <li>• The Fourth R- Unit #3 (Lessons 5, 6)</li> </ul>

<p>sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.</p> <ul style="list-style-type: none"> <li>○ SH1.8.36 Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity,) are different from one's own.</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate the ability to use decision-making skills to promote sexual health. SH8.5</li> </ul> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• SH1.8.12 Explain the importance of setting personal limits to avoid sexual risk behaviors <ul style="list-style-type: none"> <li>○ Describe the factors that contribute to engaging in sexual risk behaviors</li> <li>○ Describe the factors that protect against engaging in sexual risk behaviors.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health- Risks of Sexual Activity <ul style="list-style-type: none"> <li>○ Lesson 4</li> </ul> </li> <li>• The Fourth R- Unit #3 (Lessons 5, 6)</li> </ul>

<b>Additional Resources</b>
<ul style="list-style-type: none"> <li>• Decisions for Health-Study Guide (Level Red)</li> <li>• Decisions for Health- Decision-Making and Refusal Skills Workbook (Level Red)</li> <li>• Decisions for Health- Risks of Sexual Activity (All Levels)</li> <li>• The Fourth R- Seventh Grade Materials <ul style="list-style-type: none"> <li>○ Teacher Guide and Role play cards</li> </ul> </li> <li>• <b>7<sup>th</sup> grade Course Overview Letter- Send at the beginning of the course.</b></li> <li>• <b>7<sup>th</sup> grade Sexual Health Letter- Send 2 weeks prior to starting the Unit.</b></li> </ul>

## 7<sup>th</sup> Grade Health: Course Overview

### Letter to Parents/Guardians

Date \_\_\_\_\_

Dear Parents/Guardians,

KIBSD Health education is an essential part of each student’s overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

Provided below are the 7<sup>th</sup> grade Units of Study and Essential Learnings:

Units of Study	Essential Learnings
Unit 1: Healthy Relationships and Living	<ol style="list-style-type: none"> <li>1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.</li> <li>2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.</li> <li>3. Get help for troublesome thoughts, feelings, or actions for oneself and others.</li> <li>4. Show tolerance and acceptance for differences in others.</li> <li>5. Establish and maintain healthy relationships.</li> </ol>
Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention	<ol style="list-style-type: none"> <li>1. Summarize the negative consequences of using tobacco, alcohol, and other drugs.</li> <li>2. Explain school policies and community laws about tobacco, alcohol, and other drugs.</li> <li>3. Describe the relationship between using alcohol and other drugs and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco use.</li> <li>4. Describe the positive alternatives to using alcohol and other drugs.</li> <li>5. Describe situations that call for professional alcohol and other drug use treatment services.</li> <li>6. Access valid and reliable alcohol and other drug use prevention information from home, school, or community.</li> <li>7. Demonstrate the ability to set personal goals to be tobacco, alcohol and other drug free, take steps to achieve these goals, and monitor their progress in achieving them.</li> </ol>
Unit 3: Nutrition and Fitness	<ol style="list-style-type: none"> <li>1. Explain the short-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic disease.</li> <li>2. Describe the benefits of consuming adequate amounts of vitamins and minerals.</li> <li>3. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.</li> </ol>

Unit 4: Sexual Health and Wellness	<ol style="list-style-type: none"> <li>1. Establish and maintain healthy relationships.</li> <li>2. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, and sexual health.</li> <li>3. Treat others with courtesy and respect without regard to their sexuality.</li> <li>4. Demonstrate the ability to use decision-making skills to promote sexual health.</li> </ol>
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I hope this information helps you understand what your child will be learning in Health class. As you know, children at this age are changing rapidly both physically and emotionally and I hope to help them gain a better understanding of themselves and their peers. Adolescents are highly influenced by peers and may receive false information, which can result in misconceptions. Often during classroom discussions students bring up questions and the goal of Health class is to help provide some answers. However, I strongly encourage students to first and foremost communicate with their parents regarding any aspect of health class. I believe that parents provide the main source of information for their children and this class works in partnership with parents.

As per school board policy, BP6142.1, Family Life/Sex Education, you have the right to review any instructional materials and excuse your child, in writing, from any portion of the class.

Please feel free to contact me at any time during the course of the Health unit if you have questions or concerns about the Health curriculum. I am located in Rm. \_\_\_\_\_ at KMS and my email address is \_\_\_\_\_.

Thank you,  
\_\_\_\_\_



I have read and understand the curriculum for 7<sup>th</sup> grade Health.

Parent/Guardian signature \_\_\_\_\_

Student name \_\_\_\_\_



# 7<sup>th</sup> Grade Sexual Health Letter to Parents/Guardians

Date \_\_\_\_\_

Dear Parents/Guardians,

KIBSD Health education is an essential part of each student's overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

This letter is to inform you that we will be studying the following sexual health topics. As per school board policy, BP6142.1, Family Life/Sex Education, you have the right to review any instructional materials and excuse your child, in writing, from any portion of the class.

## Unit 4: Sexual Health and Wellness

### 1. Establish and maintain healthy relationships

Objectives:

- SH1.8.1 Describe characteristics of healthy relationships.
  - SH1.8.2 Explain the qualities of a healthy dating relationships.
    - SH8.4 Use interpersonal communication skills to avoid or reduce sexual risk behaviors.
  - SH1.8.3 Differentiate healthy and unhealthy relationships.
    - SH1.8.6 Explain the negative consequences of sending sexually explicit pictures or messages by e-mail or cell phone or posting sexually explicit pictures on social media sites.
  - SH1.8.4 Describe healthy ways to express affection, love, and friendship.
    - SH1.8.8 Explain why individual have the right to refuse sexual contact.
    - SH1.8.14 Describe techniques that are used to coerce or pressure someone to engage in sexual behaviors.

### 2. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health. SH1.8.5

Objectives:

- SH8.2 Analyze the influence of family, peers, culture, media, technology, and other factors on sexual health practices and behaviors.

### 3. Treat others with courtesy and respect without regard to their sexuality.

Objectives:

- SH1.8.34 Explain why it is wrong to tease or bully others based on aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity).
  - SH1.8.35 Describe how intolerance can affect others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.
  - SH1.8.36 Describe ways to show courtesy and respect for others when aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity,) are different from one's own.

4. Demonstrate the ability to use decision-making skills to promote sexual health. SH8.5

Objectives:

- SH1.8.12 Explain the importance of setting personal limits to avoid sexual risk behaviors
  - Describe the factors that contribute to engaging in sexual risk behaviors
  - Describe the factors that protect against engaging in sexual risk behaviors.

Please feel free to contact me at any time during the course of the Health unit if you have questions or concerns about the Health curriculum. I am located in Rm. \_\_\_\_\_ at KMS and my email address is \_\_\_\_\_.

Thank you,

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# Health (8<sup>th</sup> Grade)

## Units of Study

### Unit 1: Healthy Relationships and Living

#### Essential Learnings:

1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.
2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.
3. Get help for troublesome thoughts, feelings, or actions for oneself and others.
4. Show tolerance and acceptance of differences in others.
5. Establish and maintain healthy relationships.

### Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention

#### Essential Learnings:

1. Summarize the negative consequences of using tobacco, alcohol, and other drugs.
2. Analyze the validity and reliability of alcohol and other drug use prevention and treatment services.
3. Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol and other drug use.
4. Analyze the effectiveness of a final outcome of a decision related to alcohol and other drug use.
5. Demonstrate the ability to influence and support others to make positive choices related to tobacco, alcohol, and other drug use.

### Unit 3: Nutrition and Fitness

#### Essential Learnings:

1. Explain how an inactive lifestyle contributes to chronic disease.
2. Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.
3. Demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating and a physically active lifestyle.
4. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.
5. Demonstrate the ability to influence and support others to make positive choices related to healthy eating and physical activity.

### Unit 4: Sexual Health and Wellness

#### Essential Learnings:

1. Engage in behaviors that prevent or reduce sexually transmitted infections (STI), including HIV infection.
2. Use appropriate health services to promote sexual health.
3. Demonstrate behaviors that avoid or reduce sexual health risks.

## Unit 1: Healthy Relationships and Living

Essential Learnings	Suggested Activities/Resources
<p>1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• MEH 8.25 Explain positive and negative ways of dealing with stress.</li> <li>• V.1.8.1 Describe ways to manage interpersonal conflict nonviolently.</li> <li>• V.1.8.2 Determine the benefits of using non-violence to solve interpersonal conflict.</li> <li>• V.1.8.7 Identify a variety of non-violent ways to respond to stress when angry or upset.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue               <ul style="list-style-type: none"> <li>○ Chapter 3- Stress Management</li> <li>○ Chapter 12- Conflict Management</li> </ul> </li> <li>• The Fourth R- Unit #1</li> </ul>
<p>2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Demonstrate how to effectively ask for assistance, distinguish when decisions should be made individual or with the help of others. (MEH5.8.3 and MEH4.8.6)</li> <li>• MEH 2.8.5 Describe how some health risk behaviors influence the likelihood of engaging in other health behaviors.</li> <li>• V1.8.6 Describe examples of self-control.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue               <ul style="list-style-type: none"> <li>○ Chapter 12- Conflict Management</li> </ul> </li> <li>• The Fourth R- Unit #1</li> </ul>
<p>3. Get help for troublesome thoughts, feelings, or actions for oneself and others.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• MEH 1.8.29 Examine the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue               <ul style="list-style-type: none"> <li>○ Chapter 4- Managing Mental and Emotional Health</li> </ul> </li> <li>• The Fourth R- Unit #1</li> </ul>
<p>4. Show tolerance and acceptance of differences in others.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• MEH 1.8.32 Explain why it is wrong to tease or bully others based on personal characteristics (such as body type, gender, appearance, mannerisms, and the way one dresses or acts.)               <ul style="list-style-type: none"> <li>○ MEH 1.8.30 Explain how intolerance can affect others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue               <ul style="list-style-type: none"> <li>○ Chapter 11- Building Responsible Relationships</li> </ul> </li> <li>• The Fourth R- Unit #1</li> </ul>

<ul style="list-style-type: none"> <li>○ MEH 4.8.7 Demonstrate how to effectively communicate empathy and support for others</li> <li>○ MEH 4.8.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to prevent interpersonal conflict.</li> </ul>	
<p>5. Establish and maintain healthy relationships</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• MEH 1.8.33 Describe characteristics of healthy relationships. <ul style="list-style-type: none"> <li>○ 8.34 Explain the qualities of a healthy dating relationship. <ul style="list-style-type: none"> <li>▪ V.1.8.16 Recognize techniques that are used to coerce or pressure someone to have sex.</li> <li>▪ V.1.8.17 Explain that acquaintance rape and sexual assault are illegal.</li> </ul> </li> <li>○ V1.8.5 Describe how power and control differences in relationships can contribute to aggression and violence.</li> </ul> </li> <li>• MEH 2.8.4 Explain how personal values and beliefs influence personal health practices and behaviors (family and culture, school and community, media and technology, and influence of peers).</li> <li>• MEH 4.8.3 Demonstrate effective peer resistance skills to avoid or reduce health risks.</li> <li>• Standard 6 (All Topics) Students will demonstrate the ability to use goal-setting skills. <ul style="list-style-type: none"> <li>○ Assess personal health practices</li> <li>○ Set realistic goals</li> <li>○ Assess the barriers to achieving</li> <li>○ Apply and use strategies and skills to achieve a goal</li> </ul> </li> <li>• V.1.8.3 Explain why it is important to understand the perspective of others in resolving conflict situations nonviolently.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue <ul style="list-style-type: none"> <li>○ Chapter 2- Making Healthy Decisions; Lessons 4-6 (Goal Setting)</li> <li>○ Chapter 11- Building Responsible Relationships</li> <li>○ Chapter 13- Preventing Abuse and Violence</li> </ul> </li> <li>• Decisions for Health- Risks of Sexual Activity <ul style="list-style-type: none"> <li>○ Lesson 3</li> </ul> </li> <li>• The Fourth R- Unit #1</li> </ul>

## Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention

Essential Learnings	Suggested Activities/Resources
<p>1. Summarize the negative consequences of using tobacco, alcohol, and other drugs. AOD 1.8.5, T1.8.2</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• AOD1.8.1-2 Distinguish between proper use and abuse of over-the counter medicines and prescription medicines                             <ul style="list-style-type: none"> <li>○ AOD3.8.1 Analyze the validity and reliability of information for over-the counter prescription medicines.</li> </ul> </li> <li>• AOD1.8.3-4 Describe the health risks of using weight loss and performance-enhancing drugs</li> <li>• Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.</li> <li>• T.1.8.1 Describe the short and long-term physical effects of using tobacco, alcohol, and other drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue                             <ul style="list-style-type: none"> <li>○ Chapter 14- Tobacco</li> <li>○ Chapter 15- Alcohol</li> <li>○ Chapter 16- Medicine and Illegal Drugs</li> </ul> </li> <li>• The Fourth R- Unit #2</li> </ul>
<p>2. Analyze the validity and reliability of alcohol and other drug use prevention and treatment services. AOD3.8.3</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• T.8.3 Demonstrate the ability to access valid information, products, and services to establish and maintain a tobacco, alcohol and other drug-free lifestyle.</li> <li>• AOD 3.8.2 Analyze the validity and reliability of information for alcohol and other drug use prevention.</li> <li>• AOD3.8.7 Locate valid and reliable alcohol and other drug use treatment services.</li> <li>• T.1.8.12 Summarize how addiction to tobacco, alcohol and other drugs can be treated.</li> <li>• T.1.8.13 Summarize how cessation programs can be successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue                             <ul style="list-style-type: none"> <li>○ Chapter 14- Tobacco</li> <li>○ Chapter 15- Alcohol</li> <li>○ Chapter 16- Medicine and Illegal Drugs</li> <li>○ Chapter 20- Healthcare Consumer (Healthcare Information/Services)</li> </ul> </li> <li>• The Fourth R- Unit #2</li> </ul>
<p>3. Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol and other drug use. AOD4.8.2</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• AOD4.8.4-5 Demonstrate effective peer resistance and negotiation skills to avoid or reduce exposure to alcohol and other drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue                             <ul style="list-style-type: none"> <li>○ Chapter 14- Tobacco</li> <li>○ Chapter 15- Alcohol</li> <li>○ Chapter 16- Medicine and Illegal Drugs</li> </ul> </li> <li>• The Fourth R- Unit #2</li> </ul>

<p>4. Analyze the effectiveness of a final outcome of a decision related to alcohol and other drug use. AOD5.8.8, T5.8.8</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• PHW1.8.12 Explain the behavioral and environmental factors that contribute to major chronic diseases.</li> </ul>	
<p>5. Demonstrate the ability to influence and support others to make positive choices related to tobacco, alcohol and other drug use. AOD8.8, T8.8</p>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue <ul style="list-style-type: none"> <li>○ Chapter 14- Tobacco</li> <li>○ Chapter 15- Alcohol</li> <li>○ Chapter 16- Medicine and Illegal Drugs</li> </ul> </li> <li>• The Fourth R- Unit #2</li> </ul>

## Unit 3: Nutrition and Fitness

Essential Learnings	Suggested Activities/Resources
<p>1. Explain how an inactive lifestyle contributes to chronic disease. PA 1.8.8</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• PA1.8.7 Explain the long-term benefits of physical activity, including improving cardiovascular health, strength, endurance, and flexibility and reducing the risks for chronic disease.</li> <li>• HE 1.8.19 Describe major chronic diseases and their relationship to what people eat and their physical activity level.</li> <li>• PA1.8.1 Describe the recommended amounts and types of moderate, vigorous, muscle strengthening, and bone strengthening physical activity for adolescents and adults.</li> <li>• HE1.8.1 Classify the amount of food from each food group that a person needs each day.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue               <ul style="list-style-type: none"> <li>○ Chapter 6- Physical Fitness</li> <li>○ Chapter 8- Eating Responsibly</li> </ul> </li> </ul>
<p>2. Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors. HE2.8.5</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• HE1.8.21 Identify healthy and risky approaches to weight management.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue               <ul style="list-style-type: none"> <li>○ Chapter 8- Eating Responsibly</li> </ul> </li> </ul>
<p>3. Demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating and a physically active lifestyle. HE3.8, PA3.8</p>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue               <ul style="list-style-type: none"> <li>○ Chapter 6- Physical Fitness</li> <li>○ Chapter 8- Eating Responsibly</li> <li>○ Chapter 20- Healthcare Consumer (Healthcare Information/Services)</li> </ul> </li> </ul>
<p>4. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle. HE6.8</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Assess personal health practices</li> <li>• Set realistic goals</li> <li>• Assess the barriers to achieving</li> <li>• Apply and use strategies and skills to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue               <ul style="list-style-type: none"> <li>○ Chapter 2- Making Healthy Decisions; Lessons 4-6 (Goal Setting)</li> </ul> </li> </ul>
<p>5. Demonstrate the ability to influence and support others to make positive choices related to healthy eating and physical activity. PA8.8, HE8.8</p>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue               <ul style="list-style-type: none"> <li>○ Chapter 6- Physical Fitness</li> <li>○ Chapter 8- Eating Responsibly</li> <li>○ Chapter 1- Health and Wellness</li> </ul> </li> </ul>



## Unit 4: Sexual Health and Wellness

Essential Learnings	Suggested Activities/Resources
<p>1. Engage in behaviors that prevent or reduce sexually transmitted infections (STI), including HIV infection.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• SH1.8.15 Analyze ways common infectious diseases are transmitted.               <ul style="list-style-type: none"> <li>○ SH1.8.18 Describe usual sign and symptoms of common STIs.</li> <li>○ SH1.8.21 Explain the short and long-term consequences of common STIs.</li> <li>○ SH1.8.23 Summarize which STIs can be cured and which can be treated.</li> <li>○ SH1.8.24, PHW1.8.9, PHW1.8.11 Summarize ways to decrease the spread of STIs by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles.</li> <li>○ SH1.8.25 Describe how the effectiveness of condoms can reduce the risk of HIV, and other STIs including HPV.</li> <li>○ SH1.8.9 Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STIs and pregnancy.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue               <ul style="list-style-type: none"> <li>○ Chapter 17- Infectious Diseases</li> </ul> </li> <li>• Decisions for Health- Risks of Sexual Activity               <ul style="list-style-type: none"> <li>○ Lessons 6, 7 (Sexually Transmitted Diseases and HIV and AIDS)</li> </ul> </li> <li>• The Fourth R- Unit #3</li> </ul>
<p>2. Use appropriate health services to promote sexual health.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• SH3.8 Demonstrate the ability to access valid information, products, and services to promote sexual health.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health Textbook- Level Blue               <ul style="list-style-type: none"> <li>○ Chapter 20- Healthcare Consumer</li> </ul> </li> <li>• Decisions for Health- Risks of Sexual Activity               <ul style="list-style-type: none"> <li>○ Lesson 8- Reducing the Risks</li> </ul> </li> <li>• The Fourth R- Unit #3</li> </ul>
<p>3. SH7.8 Demonstrate behaviors that avoid or reduce sexual health risks.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• SH6.8 Demonstrate the ability to set personal goals to promote sexual health, take steps to achieve these goals, and monitor their progress in achieving them.</li> <li>• SH7.8 Demonstrate the ability to influence and support others to avoid or reduce sexual health risks.</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions for Health- Risks of Sexual Activity               <ul style="list-style-type: none"> <li>○ Lesson 8- Reducing the Risks</li> </ul> </li> <li>• The Fourth R- Unit #3</li> </ul>
<p><b>Additional Resources for 8<sup>th</sup> Grade Health</b></p> <ul style="list-style-type: none"> <li>• Decisions for Health-Study Guide (Level Blue)</li> <li>• Decisions for Health- Decision-Making and Refusal Skills Workbook (Level Blue)</li> <li>• Decisions for Health- Risks of Sexual Activity (All Levels)</li> <li>• The Fourth R- Eighth Grade Materials- Teacher Guide and Role play cards</li> <li>• <b>8<sup>th</sup> grade Course Overview Letter- Send at the beginning of the course.</b></li> <li>• <b>8<sup>th</sup> grade Sexual Health Letter- Send 2 weeks prior to starting the Unit.</b></li> </ul>	

## Rural Schools- Middle School Health Materials/Resources

- Teen Health Textbook/Online Edition
- Teen Health Textbook/Online Edition- Healthy Relationships + Sexuality

### National Health Education and Alaska Health Education Standards Alignment

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Unit 1: Healthy Relationships and Living	National Health Education Standards		
	V1.8.1, V.1.8.2, V1.8.3, V1.8.6, V1.8.9, V1.8.10, V1.8.12, V.1.8.13, V5.8.1, V5.8.2, V5.8.3, MEH1.8.27, MEH1.8.30, MEH1.8.32, MEH1.8.33, MEH/V4.8.3, MEH4.8.7, MEH4.8.2, MEH5.8.1, MEH7.8.1, 8.8.1, 8.8.2, 8.8.3, 8.8.4, 2.8.4, 2.8.5,	V1.8.1, V1.8.2, V1.8.3, V1.8.4, V1.8.6, V1.8.8, V1.8.9, V1.8.12, V.1.8.14, V1.8.15, V.8.18, V1.8.19, MEH1.8.25, MEH1.8.26, MEH1.8.29, MEH1.8.32, MEH1.8.33, MEH4.8.2, MEH4.8.6, 4.8.3, MEH5.8.3, MEH1.8.30, MEH4.8.7, 2.8.4	V.1.8.1, V1.8.2, V1.8.3, V1.8.5, V1.8.6, V1.8.7, V1.8.9, V1.8.12, V1.8.16, V1.8.17, MEH1.8.25, MEH1.8.29, MEH1.8.32, MEH1.8.33, MEH1.8.35, MEH2.8.4, MEH2.8.5, MEH4.8.2, MEH4.8.3, MEH4.8.7
Unit 2: Tobacco, Alcohol, and Other Drug use and Prevention	AOD1.8.5, AOD1.8.6, AOD1.8.7, AOD1.8.11, AOD2.8.4, AOD2.8.9, AOD5.8.1, AOD5.8.3, AOD5.8.4, AOD5.8.5, AOD5.8.7, AOD7.8.1, AOD7.8.3, AOD7.8.4, T1.8.2, T1.8.3, T1.8.4, T1.8.11, T5.8.1, T5.8.3, T5.8.4, T5.8.5, T5.8.7, T7.8.1, T7.8.2, T7.8.3, T7.8.4,	AOD1.8.5, AOD1.8.9, AOD1.8.10, AOD1.8.12, AOD1.8.14, AOD2.8.1-3, AOD2.8.5-8, AOD3.8.4, AOD3.8.6, AOD3.8.7, AOD4.8.3, AOD4.8.6, AOD5.8.2, AOD5.8.3, AOD5.8.5, AOD5.8.6, AOD5.8.7, AOD6.8.1-9, AOD7.8.2, AOD7.8.5, T1.8.4, T1.8.5, T1.8.7, T1.8.8, T1.8.9, T2.8.1, T2.8.2, T2.8.3, T2.8.6-9, T4.8.1-5, T5.8.2, T5.8.3, T5.8.4, T5.8.5, T5.8.6, T5.8.7, T6.8.1-5, T7.8.1-4,	AOD1.8.1-5, AOD1.8.13, AOD3.8.1-3, AOD3.8.5, AOD3.8.7, AOD4.8.1, AOD4.8.2, AOD4.8.4, AOD4.8.5, AOD4.8.7, AOD5.8.4, AOD5.8.7, AOD5.8.8, AOD8.8.1-6, T1.8.1, T1.8.2, T1.8.4, T1.8.6, T1.8.8, T1.8.10, T1.8.12, T1.8.13, T3.8.1-8, T5.8.4, T5.8.7, T5.8.8, T8.8.1-4
Unit 3: Nutrition and Fitness	HE1.8.2, HE1.8.2, HE1.8.4, HE1.8.13, HE1.8.16, PA1.8.1, PA1.8.4, PA1.8.5, PA1.8.7, PA1.8.8, PA1.8.12, HE2.8.4, HE2.8.5, HE4.8.3, HE6.8.1-5	HE1.8.7, HE1.8.8, HE6.8.1-5, PA1.8.7, PA1.8.1, PA1.8.8	PA1.8.1, PA1.8.7, PA1.8.8, PA1.8.19, PA1.8.21, PA2.8.5, HE3.8, PA3.8, HE6.8.1-5, PA8.8, HE8.8
Unit 4: Sexual Health and Wellness	SH1.8.27, PHW1.8.1, PHW5.8.1	SH1.8.4-14, SH1.8.27, SH1.8.33-36, SH2.8.1-8, SH4.8.1-6, SH5.8.1-8, SH7.8.1-4, PHW1.8.1, PHW1.8.8, PHW1.8.9, PHW1.8.11,	SH1.8.4, SH1.8.9, SH1.8.15-26, SH1.8.28-32, SH3.8.1-8, SH4.8.2, SH7.8.1-4, SH6.8.1-5, SH8.8.1-6, PHW1.8.1, PHW1.8.6, PHW1.8.8, PHW1.8.9, PHW1.8.11
Alaska Health Education Standards (Skills for a Healthy Life)			
A: 1, 2, 3, 4, 5, 6, 7, 8 B: 1, 2, 3, 4, 5, 6 C: 1, 2, 3, 4, 5, 6 D: 1, 2, 3, 4, 6			

**Standards Key:**

NHES= National Health Education Standard

AOD= Alcohol and Other Drug Use and Prevention

HE= Healthy Eating

MEH= Mental and Emotional Health

PHW= Personal Health and Wellness

PA= Physical Activity

S= Safety and Injury Prevention

SH= Sexual Health

T= Tobacco

V= Violence

## 8<sup>th</sup> Grade Health: Course Overview

### Letter to Parents/Guardians

Date \_\_\_\_\_

Dear Parents/Guardians,

KIBSD Health education is an essential part of each student’s overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

Provided below are the 8<sup>th</sup> grade Units of Study and Essential Learnings:

Units of Study	Essential Learnings
Unit 1: Healthy Relationships and Living	<ol style="list-style-type: none"> <li>1. Prevent and manage interpersonal conflict and emotional distress in non-violent and healthy ways.</li> <li>2. Use self and impulse-control strategies to promote health and by avoiding situations where violence is likely to occur.</li> <li>3. Get help for troublesome thoughts, feelings, or actions for oneself and others.</li> <li>4. Show tolerance and acceptance of differences in others.</li> <li>5. Establish and maintain healthy relationships.</li> </ol>
Unit 2: Tobacco, Alcohol, and Other Drug Use and Prevention	<ol style="list-style-type: none"> <li>1. Summarize the negative consequences of using tobacco, alcohol, and other drugs.</li> <li>2. Analyze the validity and reliability of alcohol and other drug use prevention and treatment services.</li> <li>3. Demonstrate the use of effective verbal and nonverbal communication to avoid alcohol and other drug use.</li> <li>4. Analyze the effectiveness of a final outcome of a decision related to alcohol and other drug use.</li> <li>5. Demonstrate the ability to influence and support others to make positive choices related to tobacco, alcohol, and other drug use.</li> </ol>
Unit 3: Nutrition and Fitness	<ol style="list-style-type: none"> <li>1. Explain how an inactive lifestyle contributes to chronic disease.</li> <li>2. Describe how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.</li> <li>3. Demonstrate the ability to access valid information, products, and services to establish and maintain healthy eating and a physically active lifestyle.</li> <li>4. Demonstrate the ability to use goal-setting skills related to achieving a healthy lifestyle.</li> <li>5. Demonstrate the ability to influence and support others to make positive choices related to healthy eating and physical activity.</li> </ol>
Unit 4: Sexual Health and Wellness	<ol style="list-style-type: none"> <li>1. Engage in behaviors that prevent or reduce sexually transmitted infections (STI), including HIV infection.</li> <li>2. Use appropriate health services to promote sexual health.</li> <li>3. Demonstrate behaviors that avoid or reduce sexual health risks.</li> </ol>

I hope this information helps you understand what your child will be learning in Health class. As you know, children at this age are changing rapidly both physically and emotionally and I hope to help them gain a better understanding of themselves and their peers. Adolescents are highly influenced by peers and may receive false information, which can result in misconceptions. Often during classroom discussions students bring up questions and the goal of Health class is to help provide some answers. However, I strongly encourage students to first and foremost communicate with their parents regarding any aspect of health class. I believe that parents provide the main source of information for their children and this class works in partnership with parents.

As per school board policy, BP6142.1, Family Life/Sex Education, you have the right to review any instructional materials and excuse your child, in writing, from any portion of the class.

Please feel free to contact me at any time during the course of the Health unit if you have questions or concerns about the Health curriculum. I am located in Rm. \_\_\_\_\_ at KMS and my email address is \_\_\_\_\_.

Thank you,

\_\_\_\_\_

.....

I have read and understand the curriculum for 8<sup>th</sup> grade Health.

Parent/Guardian signature \_\_\_\_\_

Student name \_\_\_\_\_

# 8<sup>th</sup> Grade Sexual Health Letter to Parents/Guardians

Date \_\_\_\_\_

Dear Parents/Guardians,

KIBSD Health education is an essential part of each student's overall education. The health program will strive to develop healthy individuals who contribute positively to self, family, and community. This philosophy includes grade appropriate mental, emotional, physical, social, sexual, and consumer health.

This letter is to inform you that we will be studying the following sexual health topics. As per school board policy, BP6142.1, Family Life/Sex Education, you have the right to review any instructional materials and excuse your child, in writing, from any portion of the class.

## Unit 4: Sexual Health and Wellness

1. Engage in behaviors that prevent or reduce sexually transmitted infections (STI), including HIV infection.

Objectives:

- SH1.8.15 Analyze ways common infectious diseases are transmitted.
  - SH1.8.18 Describe usual sign and symptoms of common STIs.
  - SH1.8.21 Explain the short and long-term consequences of common STIs.
  - SH1.8.23 Summarize which STIs can be cured and which can be treated.
  - SH1.8.24, PHW1.8.9, PHW1.8.11 Summarize ways to decrease the spread of STIs by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles.
    - SH1.8.25 Describe how the effectiveness of condoms can reduce the risk of HIV, and other STIs including HPV.
  - SH1.8.9 Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STIs and pregnancy.

2. Use appropriate health services to promote sexual health.

Objectives:

1. SH3.8 Demonstrate the ability to access valid information, products, and services to promote sexual health.

3. SH7.8 Demonstrate behaviors that avoid or reduce sexual health risks.

Objectives:

- SH6.8 Demonstrate the ability to set personal goals to promote sexual health, take steps to achieve these goals, and monitor their progress in achieving them.
- SH7.8 Demonstrate the ability to influence and support others to avoid or reduce sexual health risks.

Please feel free to contact me at any time during the course of the Health unit if you have questions or concerns about the Health curriculum. I am located in Rm. \_\_\_\_\_ at KMS and my email address is \_\_\_\_\_.

Thank you,