

Personal Health and Wellness

Grades 6-8

Essential Learning 1	
<i>Students will understand how human behavior can be used as a communication tool.</i>	
Knowledge Expectation	Skill Expectation
<ul style="list-style-type: none">Understand the connection between behavior and communication (body movements, vocalizations, facial expressions, and simple gestures).	<ul style="list-style-type: none">Practice understanding others' behaviors with tolerance and understanding.Practice healthy verbal and non-verbal communication.Practice understanding others' non-verbal cues and respecting boundaries.
Example activities or lesson topics:	

Essential Learning 2	
<i>Students will understand the importance of healthy hygiene habits.</i>	
Knowledge Expectation	Skill Expectation
<ul style="list-style-type: none">Understand healthy habits and social, social, emotional, mental, and physical health.Understand the importance of sleep, hygiene, physical activity, and healthy eating on overall health and wellness.	<ul style="list-style-type: none">Assess daily sleep, physical activity, hygiene, breakfast, and social media/technology habits.Choose healthier alternatives when making decisions related to sleep, physical activity, hygiene, breakfast, social media, and technology habits.Describe the benefits of personal care practices such as brushing and flossing teeth daily, washing hair, and bathing regularly.Describe why sleep and rest are important for proper growth and good health.
Example activities or lesson topics:	

Essential Learning 3	
<i>Students will understand how a variety of factors influence personal identity. *</i>	
Knowledge Expectation	Skill Expectation
<ul style="list-style-type: none"> Understand the influence of family and culture on personal identity (OR self-identity which is the term used in HS unit) Understand the importance of respecting and advocating for individual differences in sexuality, including being an ally. Understand the factors that shape people to form self-identity: perceptions, attitudes, values, and beliefs. 	<ul style="list-style-type: none"> Describe ways a supportive school and/or community can promote personal identity. Work cooperatively to advocate for healthy individuals, families, and schools. Describe self-identity. Evaluate the identity they form about themselves, affected by various factors, such as self-esteem, one's social identity, and the roles which one plays in their society. Practice affirming and inclusive conversations. Promote dignity and respect for all.
Example activities or lesson topics:	

Essential Learning 4	
<i>Students will learn about emotional, intellectual, physical and social health.</i>	
Knowledge Expectation	Skill Expectation
<ul style="list-style-type: none"> Understand the interrelationships of emotional, intellectual, physical, and social health in adolescence. Understand health care and health promotion. 	<ul style="list-style-type: none"> Work cooperatively as an advocate for improving personal, family, and community health. Demonstrate how to influence and support others to make positive health choices. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. Analyze how the environment affects personal health. Identify and access medically accurate and youth friendly sources of health information and services.
Example activities or lesson topics:	

*There was not unanimous consensus on this item. KIBSD Board of Education will have ultimate decision-making authority on the inclusion/exclusion of this item in the final curriculum document. See "Curriculum Process" document for more information about the consensus-building process utilized by the committee.