

# **Example Middle School Skills-Based Health Education**

## **Scope and Sequence**

<b>6<sup>th</sup> Grade Scope &amp; Sequence</b>		
<b>Topics</b>	<b>Skills</b>	<b>Standards</b>
Nutrition / Physical Activity & Fitness / Disease Prevention  Personal Hygiene / Puberty & Adolescent Development  Technology Safety	Accessing Information  &  Analyzing Influences	<p><b>8.PW.1</b> Describe body composition and eating disorders, and practice principles of food safety.</p> <p><b>8.PW.2</b> Apply formulas such as body mass index to demonstrate how healthy nutrition can affect body composition.</p> <p><b>8.PW.3</b> Analyze the relationship among nutrition, fitness, and healthy weight management for the prevention of diseases such as diabetes, obesity, cardiovascular disease, and eating disorders.</p> <p><b>8.SP.2</b> Identify the relationship between participation in risky behaviors and contracting a non- communicable disease.</p> <p><b>8.PW.4</b> Analyze lifelong nutrition and health-related fitness to enhance quality of life.</p> <p><b>8.PW.7</b> Determine the benefits of exercise during all stages of life for improved physical fitness.</p> <p><b>8.PW.8</b> Research various physical activities and analyze their social, emotional, and physical benefits.</p> <p><b>8.SP.6</b> Compare and contrast health information gathered from various sources.</p> <p><b>8.SP.5</b> Evaluate individual, group, and societal influences that promote positive and negative health behaviors.</p> <p><b>8.HGD.4</b> Identify the physical, social, and emotional changes that occur during puberty (e.g., menstrual cycle, reproductive system, conception).</p> <p><b>8.PW.5</b> Discuss the physical, emotional, and social implications of personal hygiene.</p> <p><b>8.PW.6</b> Differentiate personal hygiene practices and health/safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and cleaning of athletic gear).</p> <p><b>8.HGD.5</b> Demonstrate behaviors that promote healthy growth and development during puberty.</p>

**7<sup>th</sup> Grade Scope & Sequence**

<i>Topic</i>	<i>Skills</i>	<i>Standards</i>
Mental, Emotional, & Social Health  Technology Safety  Prevention  First Aid	Analyzing Influences  &  Decision Making  &  Interpersonal Communication	<p><b>8.MESH.1</b> Describe common mental health conditions and the importance of seeking help.</p> <p><b>8.MESH.4</b> Analyze situations that may call for acts of caring among friends or require getting help from trusted adults.</p> <p><b>8.MESH.5</b> Create a plan to seek help for a mental, social, or emotional health problem from trusted adults for self or others.</p> <p><b>8.MESH.7</b> Utilize family, school, and community resources to avoid or reduce mental, social, and emotional health risks (e.g., bullying, harassment).</p> <p><b>8.MESH.3</b> Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.</p> <p><b>8.MESH.2</b> Identify a variety of nonviolent ways to respond when angry or upset.</p> <p><b>8.MESH.6</b> Design nonviolent solutions to conflicts based on respect for others.</p> <p><b>8.HGD.3</b> Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.</p> <p><b>8.HGD.17</b> Evaluate the influence of media on personal values, attitudes, and beliefs.</p> <p><b>8.SP.7</b> Analyze the possible legal consequences of improper social media usage.</p> <p><b>8.SP.8</b> Demonstrate de-escalation techniques used in threatening situations.</p> <p><b>8.SP.9</b> Develop strategies to remain unharmed when confronted with dangerous situations at home, school, and in the community.</p> <p><b>8.SP.3</b> Demonstrate emergency techniques to respond to varying emergency situations that may occur at school, home, and in the community.</p> <p><b>8.SP.4</b> Develop strategies to increase community knowledge of how to respond in different emergency situations.</p> <p><b>8.HGD.2</b> Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.</p> <p><b>8.HGD.14</b> Analyze how changes in family structure can impact personal decision making.</p> <p><b>8.HGD.15</b> Analyze the similarities and difference between friendships and romantic relationships.</p> <p><b>8.HGD.16</b> Analyze how internal and external influences affect growth and development in relationships (including abuse, neglect, dysfunction) and sexual behavior.</p>

### 8<sup>th</sup> Grade Scope & Sequence

Topic	Skill	Standards
Anatomy & Physiology / Puberty & Adolescent Development / Pregnancy & Reproduction  STI's / HIV / Health Risks / Protective Behaviors & Risk Reduction / Community Resources & Substance Abuse Recover	Self-Management  &  Goal Setting  &  Advocacy	<p><b>8.HGD.1</b> Describe how personal choice impacts bodily systems (e.g., risky behaviors).</p> <p><b>8.HGD.7</b> Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.</p> <p><b>8.HGD.6</b> Describe the social, emotional, and economic impact associated with teen parenting (e.g., perspective of the teen mother, teen father, parents of the teens).</p> <p><b>8.HGD.8</b> Identify reasons for abstaining from sexual activity (e.g., unplanned pregnancy, infection, infertility, and lifelong illnesses).</p> <p><b>8.HGD.9</b> Identify medically accurate resources about pregnancy prevention and reproductive health care.</p> <p><b>8.SP.1</b> Identify the relationship between participation in risky behaviors and contracting a communicable disease.</p> <p><b>8.HGD.10</b> Analyze ways pathogens and diseases are spread, prevented, and managed.</p> <p><b>8.HGD.11</b> Research strategies to develop and maintain reproductive and sexual health (including HIV, HPV, and common STIs).</p> <p><b>8.HGD.12</b> Compare and contrast behaviors, including abstinence, to determine potential risk of STI/HIV transmission.</p> <p><b>8.HGD.13</b> Describe ways people can protect themselves against serious blood borne communicable diseases.</p> <p><b>8.SUA.1</b> Evaluate the impact of addiction on individuals, families, and communities including physical, emotional, and economic costs.</p> <p><b>8.SUA.2</b> Explain how misusing substances including tobacco, alcohol, and drugs can negatively impact each of eleven body systems.</p> <p><b>8.SUA.3</b> Describe effective ways to avoid riding in a vehicle with someone driving under the influence of alcohol or other drugs.</p> <p><b>8.SUA.4</b> Explain experimental use and misuse of opioids such as painkillers. Explain the connection to addiction and use of substances such as heroin.</p> <p><b>8.SUA.5</b> Demonstrate and analyze positive alternatives to the use of alcohol, tobacco, and other drugs.</p> <p><b>8.SUA.6</b> Predict the short- and long-term effects of drug use on an individual's health.</p> <p><b>8.SUA.7</b> Develop strategies for informing the public of the dangers associated with substance abuse.</p>