

# Grades 6-8

## Health Education CPS Curriculum Overview

**S**tudent health and well-being are a prerequisite for academic success and student achievement. Through the Health Education curriculum, the school seeks to minimize social and emotional barriers to learning, enhance students' assets and promote resiliency. The Health Education curriculum seeks to help young people achieve their fullest potential by accepting responsibility for personal health decisions and practices, by adopting healthy behaviors, by working with others to improve the health of their school and community and by becoming discriminating consumers of health information, services and products. The curriculum teaches fundamental health concepts, promotes habits that enhance health, wellness and learning, and guides efforts to build healthy families, relationships, schools and communities.

Students in the grades 6-8 deepen their understanding of health issues and risks, and practice health skills in real life situations they might encounter. Students learn health life skills such as goal setting, decision-making, communication and locating helping resources.

The 6-8th grade health curriculum is being revised and piloted in a few schools by grant-funded Health/Prevention Specialists. In other schools it is taught by classroom teachers. Violence prevention and substance abuse prevention is provided in many schools in collaboration with community agencies.

In addition in grade 8 we have the voluntary Know Your Body Class. This 10 week sexuality education class requires parent permission. A parent evening is planned prior to implementation to answer parents' questions.

# 6

## CPS Health Education Learning Expectations for Grade 6

### Mental and Emotional Health

*Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions and cope with stress.*

#### **They will be able to:**

1. Define self-image and discuss how it is formed and how to improve it.
2. Explain and practice a decision-making model that includes gathering information, predicting outcomes, listing and considering advantages and disadvantages, and evaluating decisions.
3. Identify anxiety, stress and anger and list strategies to manage these feelings.
4. Name techniques for seeking help and support through appropriate resources.

### Injury Prevention and Safety

*Students will gain the knowledge and skills to administer first aid and carry out emergency procedures, including cardiopulmonary resuscitation, will avoid, recognize and report verbal, physical and emotional abuse situations, and will assess the factors that contribute to intentional and unintentional injury.*

#### **They will be able to:**

1. Name injury prevention strategies for family health.
2. List strategies for managing a range of situations involving injury.
3. List safety rules for recreational activities.
4. Define bullying, sexual harassment and abuse and demonstrate responsibility to take a stand against harassment.

### Nutrition

*Students will gain knowledge and skills to select a diet that supports health and reduces the risk of illness and future chronic diseases.*

#### **They will be able to:**

1. Make healthy eating choices.
2. Understands how eating properly can help to reduce health risks.
3. Explain how genetics and metabolism effect weight.
4. Explain the dangers of dieting and eating disorders.

## Grade 6 continued

### Prevention and Control of Disease

*Students will learn the signs, symptoms and treatment of chronic and communicable diseases, and will gain skills related to health promotion, disease prevention and health maintenance.*

**They will be able to:**

1. Define allergy and asthma and explain how they affect the body.
2. Demonstrate understanding of their own special needs and medical problems.
3. Explain how smoking can pose a high risk to people with medical problems.
4. Develop empathy for people with chronic illness.

### Substance Use and Abuse

*Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communication about substance use/ abuse prevention for healthier homes, schools and communities.*

**They will be able to:**

1. Identify the immediate- and long-term consequences of the use of tobacco, alcohol, and marijuana.
2. List reasons why people do and do not use tobacco, alcohol and marijuana.
3. Identify that the majority of students their age are not using substances.
4. Identify and analyze cigarette and tobacco advertisements.

### Interpersonal Relationships

*Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy interpersonal relationships, and will acquire skills to enhance these relationships through communication.*

**They will be able to:**

1. Define communication and explain how misunderstandings develop and can be avoided.
2. Recognize that everyone feels shy and uncomfortable in some situations.
3. Practice giving and receiving compliments.
4. Practice initiating, sustaining and ending a conversation.

## Grade 6 continued

### Violence Prevention

*Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence, and identify constructive alternatives to violence, including how to discourage others from engaging in violence.*

**They will be able to:**

1. Practice perspective taking, anger management, empathy, problem-solving and other conflict resolution skills in a variety of scenarios.
2. Identify reasons why some people choose to join gangs and understand how gangs undermine community and lead to violence.
3. Define intolerance and explain how it can contribute to violence.
4. Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention.

# 7

## CPS Health Education Learning Expectations for Grade 7

### Mental and Emotional Health

*Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress.*

**They will be able to:**

1. Explain and practice a decision-making model that includes gathering information, predicting outcomes, listing and considering advantages and disadvantages, and evaluating decisions.
2. Discuss common situations which produce anxiety and techniques for managing it.
3. Name the physical signs of anger and practice techniques for controlling angry outbursts.
4. Examine aspects of their identity and how stereotypes and positive role models effect self concept.

### Substance Use and Abuse

*Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communication about substance use/ abuse prevention for healthier homes, schools and communities.*

**They will be able to:**

1. Examine the causes and effects of drug abuse.
2. Describe the addictive process.
3. Name the immediate effects of smoking and using alcohol.
4. Practice resisting peer and media pressures.

## Grade 7 continued

### Interpersonal Relationships

*Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy inter- personal relationships, and will acquire skills to enhance these relationships through communication.*

**They will be able to:**

1. Practice giving messages which are clear and specific.
2. Practice initiating, sustaining and ending a conversation.
3. Demonstrate positive listening skills.
4. Practice paraphrasing as a means of providing feedback and clearing up ambiguities.

### Violence Prevention

*Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence , and identify constructive alternatives to violence, including how to discourage others from engaging in violence.*

**They will be able to:**

1. Examine violence in the media.
2. Name the basic components of mediation.
3. Understand how prejudice, discrimination, stereotypes and intolerance are related to violence.
4. Name ways to take a stand for peace and against harassment and bullying.

# 8

## CPS Health Education Learning Expectations for Grade 8

### Growth and Development/Sexuality\*

*Students will learn the basic characteristics of physical growth and development, including bodily functions and systems throughout the life cycle, and will acquire skills to promote and maintain positive growth and development.*

#### **They will be able to:**

1. Name the basic physical and emotional changes of puberty and identify the components, functions, and processes of the reproductive system.\*
2. Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior.\*
3. Define sexual orientation using the correct terminology (heterosexual, and gay and lesbian).\*
4. Describe behaviors and methods for the prevention of pregnancy and STD/HIV, including abstinence.\*

**\*Know Your Body-voluntary 10 week course requires parent permission.**

### Social/Emotional Health

*Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress. Students will learn that relationships with others are an integral part of the human life experience and the factors that contribute to healthy inter- personal relationships, and will acquire skills to enhance these relationships through communication.*

#### **They will be able to:**

1. Review and practice stress management techniques.
2. Review and practice communication skills.
3. Explain and practice a decision-making model that includes gathering information, predicting outcomes, listing and considering advantages and disadvantages, and evaluating decisions.
4. Locate resources for help in the community.

## Grade 8 continued

### Substance Use and Abuse

*Students will acquire the knowledge and skills to be competent in making health-enhancing decisions regarding the use of medications and avoidance of substances, and in communication about substance use/ abuse prevention for healthier homes, schools and communities.*

**They will be able to:**

1. Identify the causes and effects of drug use and abuse.
2. Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation.
3. Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers.
4. Name community resources that are available to assist people with alcohol, tobacco, and other drug problems

### Violence Prevention

*Students will learn how their actions affect others, will understand the power that positive character traits can have in violence prevention, will gain skills to report incidents of violence and hurtful behavior to adults in the school and community, will avoid engaging in violence , and identify constructive alternatives to violence, including how to discourage others from engaging in violence.*

**They will be able to:**

Describe a healthy, caring relationship.

1. Define dating abuse, its causes and effects.
2. Name ways to help a friend in an unhealthy relationship.
3. List ways to prevent sexual assault.

## 6-8 Materials & Resources

### Teacher's Guides:

Beyond Blame: Challenging Violence in the Media, Center for Media Literacy, 1998.

Great Body Shop, Children's Health Market, CT, 2001.

Learning About Alcohol and Other Drugs, CASPAR, 1993.

Life Skills, Princeton Health Press, 2000.

Safe Dates, University of North Carolina, 1998.

Teaching Kids to Eat Well and Love Their Bodies Too.

### Student Materials

Workbooks and handouts from the above materials.

### Additional Programs

Know Your Body- 10 week voluntary sexuality education class, grade 8

Cambridge Economic Opportunity Committee

### Whom to Contact

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