

# **TRUMBULL PUBLIC SCHOOLS**

## **Trumbull, Connecticut**

### **Health Grades 6-8**

#### **Wellness Department**

**2018**

**(Last revision date: 1997)**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Student will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

We believe that a person's overall health and happiness is determined by several factors, including physical and social behaviors as well as mental factors. When instructing students on ways to maintain or improve their overall health, the mental, physical and social aspects of their lives need to be addressed.

In this curriculum are included experiences for students to reflect on all of these aspects of their lives and both the positive and negative outcomes of addressing these aspects of their lives. Health 6-8 provides students their first experiences in a classroom setting taught by certified health educators. It is therefore the goal to offer not only factual information, but also opportunities for positive interaction with peers and the instructor, as well as time for students to internally reflect on their own live and experiences.

Over the past twenty years, a great deal of research, visitations, colleague conversations, and teacher self-reflection has supported curricular revision. Our ultimate goal is to prepare the middle school students of Trumbull to make the best possible health-related decisions in their lives, both in the short term and in the long term.

The Health 6-8 curriculum guide presents nine units, each of which is to be presented each of the three years of middle school; the units may be presented in any order. In each grade, three projects based on individual units are included. One of the projects (part of Unit B for Grades 6 & 8, and part of Unit G for Grade 7) involves students acquiring and presenting learned information to their classmates. Another project (part of Unit H) is based on goal-setting, and allows the students to assess and improve upon individual aspects of their own health and wellness. The third project is a compilation of formative assessments (from all Units) based on class activities. A final written summative assessment on the course content has also been designed; it is optional for the sixth-graders and seventh-graders, and mandatory for the eighth-graders as they prepare for high school.

## COURSE GOALS

The following course goals derive from the 2015 Centers for Disease Control and Prevention (CDC) National Health Education Standards.

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

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

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

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

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

- 3.8.1 Analyze the validity of health information, products, and services.
- 3.8.2 Access valid health information from home, school, and community.
- 3.8.3 Determine the accessibility of products that enhance health.
- 3.8.4 Describe situations that may require professional health services.

3.8.5 Locate valid and reliable health products and services.

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

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

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

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

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

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

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

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

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

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.

- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- the decisions students make contribute to their physical, mental, emotional, and social health.
- many factors influence one's ability to make healthy decisions.
- there are consequences to poor decision-making.
- stress and stress management have significant effects on one's overall health.
- healthy habits can improve one's overall health.
- the misuse of legal and illegal drugs can lead to both short-term and long-term health consequences.
- developing self-confidence, decision-making skills, and refusal skills improves one's overall health.
- numerous factors influence healthy relationships.
- accessing valid information and effectively analyzing sources of information positively affects one's overall health.

## **COURSE ESSENTIAL QUESTIONS**

- What information do I need to make a good health decision?
- What tools can I use to help improve my physical, mental, and emotional health?
- What decision-making tools can I apply to make healthier choices?

## **COURSE KNOWLEDGE & SKILLS**

Students will understand . . .

- how the brain functions, and how that affects healthy decisions.
- how various substances can affect how the body and brain work.
- the differences between legal, illegal, and over-the-counter drugs.
- the various parts of the reproductive system and how they function.
- the changes that occur during puberty.
- how conception occurs, and the stages of fetal development and childbirth.
- the consequences of becoming sexually active.
- various forms of prevention against sexually transmitted infections and pregnancy.
- how to identify and cope with stress.
- how to identify healthy and unhealthy relationships.

- how to recognize and respond to various emergency situations.
- the importance of sleep and maintaining overall health.
- the components of a healthy diet, and how to make proper food choices.
- fitness as an important part of developing one's overall health.

Students will be able to . . .

- identify refusal skills that can be applied in various situations.
- apply decision-making steps in various situations.
- use varied strategies to cope with stress.
- set short-term and long-term goals for enhancing health.
- read and understand food labels.
- access valid health resources.

## **UNIT A**

### **The Brain**

#### **Unit Goals**

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit in Grade 8, students will:

- 1.8.6 Explain how appropriate health care can promote personal health.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
- 6.8.1 Assess personal health practices.

#### **Unit Essential Questions**

- What is your perception of a healthy body image?
- What is a healthy body composition?
- What are the signs and symptoms of an eating disorder?
- What are the signs and symptoms of a concussion?
- How do I maintain a healthy brain?
- How do I identify substance abuse disorder?

#### **Scope and Sequence**

- Grade 6: Body image and eating disorders
- Grade 7: How to maintain a healthy brain, including brain safety, concussions, and cross-brain activities
- Grade 8: The process of substance abuse disorder and its effects on the brain

#### **Assured Assessments**

- Grade 6: Various formative assessments
- Grade 7: Various formative assessments
- Grade 8: Various formative assessments

#### **Resources**

##### Supplemental

- *Biography*. [www.biography.com/](http://www.biography.com/). Accessed May 11, 2018. Web.
- *CT State Library*. [www.iconn.org](http://www.iconn.org). Accessed May 11, 2018. Web.

- *Encyclopedia of World Biography*. [www.notablebiographies.com/](http://www.notablebiographies.com/). Accessed May 11, 2018. Web.
- *Encyclopedia.com*. [www.encyclopedia.com/](http://www.encyclopedia.com/). Accessed May 11, 2018. Web.
- *Famous & Celebrity Drug Addicts*. [www.famouscelebritydrugaddicts.com/](http://www.famouscelebritydrugaddicts.com/). Accessed May 11, 2018. Web.
- *Teens: Drug Use and the Brain*. National Institute on Drug Abuse. [www.teens.drugabuse.gov](http://www.teens.drugabuse.gov). Accessed May 11, 2018. Web.

### **Time Allotment**

- Approximately 1-3 class sessions

## **UNIT B**

### **Drug Abuse and Prevention**

#### **Unit Goals**

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit in Grade 8, students will:

- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.

#### **Unit Essential Questions**

- How and where do I find health-related information and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- What are the physical and mental effects of legal and illegal substances?

#### **Scope and Sequence**

- Grade 6: Gateway drugs (e.g., caffeine, sugar, alcohol, tobacco, marijuana)
- Grade 7: Environmental health, vaping, inhalants, food supplements
- Grade 8: Illicit drugs and legal drugs (e.g., prescription drugs, over-the-counter drugs, narcotics)

#### **Assured Assessments**

- Grade 6: Various formative assessments; Summative assessment “Substance Abuse Research Project”
- Grade 7: Various formative assessments
- Grade 8: Various formative assessments; Summative assessment “Substance Abuse Research Project”

## Resources

### Supplemental

- *Biography*. [www.biography.com/](http://www.biography.com/). Accessed May 11, 2018. Web.
- *BrainPOP*. [www.brainpop.com](http://www.brainpop.com). Accessed May 11, 2018. Web.
- *CT State Library*. [www.iconn.org](http://www.iconn.org). Accessed May 11, 2018. Web.
- *Encyclopedia of World Biography*. [www.notablebiographies.com/](http://www.notablebiographies.com/). Accessed May 11, 2018. Web.
- *Encyclopedia.com*. [www.encyclopedia.com/](http://www.encyclopedia.com/). Accessed May 11, 2018. Web.
- *Famous & Celebrity Drug Addicts*. [www.famouscelebritydrugaddicts.com/](http://www.famouscelebritydrugaddicts.com/). Accessed May 11, 2018. Web.
- *Teens: Drug Use and the Brain*. National Institute on Drug Abuse. [www.teens.drugabuse.gov](http://www.teens.drugabuse.gov). Accessed May 11, 2018. Web.
- *TeensHealth*. [www.teenshealth.org/en/teens](http://www.teenshealth.org/en/teens). Accessed May 11, 2018. Web.

### **Time Allotment**

- Approximately 6-10 class sessions

## UNIT C

### Refusal Skills & Decision-Making

#### Unit Goals

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit in Grade 8, students will:

- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

#### Unit Essential Questions

- What are the steps in making a good health decision?
- How can I apply those steps in making good health decisions?
- What are some refusal skills I can use to refrain from unhealthy behaviors?
- What are some good and bad consequences of health decisions?

#### Scope and Sequence

- Grade 6: The importance of decision-making in maintaining overall health; Identifying refusal skills that can be used to avoid negative health outcomes
- Grade 7: Participating in situational role play as it relates to various health decisions; Analyzing and evaluating decisions made in the situational role play experiences
- Grade 8: Reviewing decision-making and steps to making healthy decisions; Participating in both full-class discussions and situational role play and assessing the possible outcomes of the experiences

#### Assured Assessments

- Grade 6: Various formative assessments
- Grade 7: Various formative assessments
- Grade 8: Various formative assessments

#### Resources

##### Supplemental

- *CT State Library*. [www.iconn.org](http://www.iconn.org). Accessed May 11, 2018. Web.

**Time Allotment**

- Approximately 2-3 class sessions

## **UNIT D**

### **Human Growth and Development**

#### **Unit Goals**

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit in Grade 8, students will:

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
- 6.8.1 Assess personal health practices.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

#### **Unit Essential Questions**

- What do I need to know to stay healthy?
- What can I do to avoid or reduce health risks?
- How can risky behavior affect my lifelong health?

#### **Scope and Sequence**

- Grade 6: Puberty and reproductive systems
- Grade 7: Pregnancy and birth
- Grade 8: The process of disease transmission; Sexually-transmitted infections, including HIV/AIDS; Preventing pregnancy and sexually-transmitted infections (e.g., contraceptives, abstinence)

#### **Assured Assessments**

- Grade 6: Various formative assessments
- Grade 7: Various formative assessments
- Grade 8: Various formative assessments

## **Resources**

### Core

- *Human Body in Action: Reproductive & Endocrine Systems*. Schlessinger Science Library, 2001. DVD.
- *Statewide K-12 Sexual Assault & Abuse Prevention & Awareness Program Guidelines: Section 5: Recommended Resources*. Connecticut State Department of Education. [portal.ct.gov/SDE/Publications/Statewide-K12--Sexual-Assault-Abuse--Prevention-Awareness--Program-Guidelines/Section-5-Recommended-Resources](http://portal.ct.gov/SDE/Publications/Statewide-K12--Sexual-Assault-Abuse--Prevention-Awareness--Program-Guidelines/Section-5-Recommended-Resources). Accessed May 11, 2018. Web.

### **Time Allotment**

- Approximately 4-6 class sessions

## **UNIT E**

### **Stress and Sleep Management**

#### **Unit Goals**

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit in Grade 8, students will:

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 6.8.1 Assess personal health practices.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

#### **Unit Essential Questions**

- What is stress?
- What are some signs and symptoms of stress?
- What are some healthy ways to deal with stress?
- How does sleep affect my overall health?
- What are some effects of sleep deprivation and sleep disorders?

#### **Scope and Sequence**

- Grade 6: Defining stress; Signs and symptoms of stress; Ways to cope with stress; Positive sleep behaviors
- Grade 7: Identifying individual stressors; Ways to cope with stress; Effects of sleep deprivation
- Grade 8: Identifying future stressors; Ways to cope with stress; Identifying mental health disorders; Stages of sleep, and sleep disorders

#### **Assured Assessments**

- Grade 6: Various formative assessments
- Grade 7: Various formative assessments
- Grade 8: Various formative assessments

## **Resources**

### Supplemental

- *American Institute of Stress.* [www.stress.org/](http://www.stress.org/). Accessed May 11, 2018. Web.
- *National Sleep Foundation.* [sleepfoundation.org/](http://sleepfoundation.org/). Accessed May 11, 2018. Web.
- *TeensHealth.* [www.teenshealth.org/en/teens](http://www.teenshealth.org/en/teens). Accessed May 11, 2018. Web.

### **Time Allotment**

- Approximately 2-5 class sessions

## **UNIT F**

### **Healthy Relationships**

#### **Unit Goals**

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit in Grade 8, students will:

- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.

#### **Unit Essential Questions**

- What is a boundary?
- How do I know if a boundary has been crossed?
- What is the role of boundaries in student relationships and experiences?

#### **Scope and Sequence**

- Grade 6: Measuring personal space; Mapping safe and unsafe spaces at school
- Grade 7: Big Deal or No Big Deal?; “Says Who?” questionnaire & “What Can I Do?” tips
- Grade 8: Consent laws; Legal consequences

#### **Assured Assessments**

- Grade 6: Formative assessment “What Is a Boundary” (see *Shifting Boundaries*)  
Formative assessment “Measuring Personal Space” (see *Shifting Boundaries*); Mapping safe and unsafe spaces at school
- Grade 7: Formative assessment “Big Deal or No Big Deal?” worksheet and discussion (see *Shifting Boundaries*); Formative assessment “Says Who?” questionnaire and discussion (see *Shifting Boundaries*)
- Grade 8: Formative assessment on laws of consent; Formative assessments “Tea or No Tea” (based on *Consent: It’s Simple as Tea*) and “Crossing the Line” (based on *The Line*)

## Resources

### Core

- *Statewide K-12 Sexual Assault & Abuse Prevention & Awareness Program Guidelines: Section 5: Recommended Resources*. Connecticut State Department of Education. [portal.ct.gov/SDE/Publications/Statewide-K12--Sexual-Assault-Abuse--Prevention-Awareness--Program-Guidelines/Section-5-Recommended-Resources](http://portal.ct.gov/SDE/Publications/Statewide-K12--Sexual-Assault-Abuse--Prevention-Awareness--Program-Guidelines/Section-5-Recommended-Resources). Accessed May 11, 2018. Web.
- *Consent: It's Simple as Tea*. [www.youtube.com/watch?v=fGoWLWS4-kU](http://www.youtube.com/watch?v=fGoWLWS4-kU). Accessed May 11, 2018. Web.
- *The Line*. [www.youtube.com/watch?v=dNvt\\_zSiIkg](http://www.youtube.com/watch?v=dNvt_zSiIkg). Accessed May 11, 2018. Web.
- Stein, Nan D. *Shifting Boundaries: Lessons on Relationships for Students in Middle School*. 2012. [www.wcwonline.org/images/stories/projects/datingviolence/ShiftingBoundaries.pdf](http://www.wcwonline.org/images/stories/projects/datingviolence/ShiftingBoundaries.pdf). Accessed May 11, 2018. Web.
  - pp. 4, 5, 9, 36, & 48

### Supplemental

- *BrainPOP*. [www.brainpop.com](http://www.brainpop.com). Accessed May 11, 2018. Web.
- Sanderson, Catherine A., Mark Zelman, Lindsay Armbruster, and Mary McCarley. *Comprehensive Health Skills for Middle School*. Tinley Park, IL: Goodheart-Willcox, 2018. Print.
- *TeensHealth*. [www.teenshealth.org/en/teens](http://www.teenshealth.org/en/teens). Accessed May 11, 2018. Web.

### **Time Allotment**

- Approximately 2 class sessions

## UNIT G

### Emergency Preparedness

#### Unit Goals

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit in Grade 8, students will:

- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
- 3.8.4 Describe situations that may require professional health services.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

#### Unit Essential Questions

- What are some signs and symptoms of health emergencies?
- How do I respond to various health emergencies?
- What are various ways to prevent health emergencies?

#### Scope and Sequence

- Grade 6: Bleeding emergencies; RICE (Rest, Ice, Compression, and Elevation)
- Grade 7: Respiratory emergencies; Cardiovascular emergencies; “Hands Only” CPR
- Grade 8: Seizures; Allergies; Loss of consciousness

#### Assured Assessments

- Grade 6: Various formative assessments
- Grade 7: Summative assessment “Home Emergency Project / CPR”
- Grade 8: Various formative assessments

#### Resources

##### Supplemental

- *American Heart Association*. [www.heart.org/HEARTORG/](http://www.heart.org/HEARTORG/). Accessed May 11, 2018. Web.
- *American Red Cross*. [www.redcross.org/](http://www.redcross.org/). Accessed May 11, 2018. Web.
- *BrainPOP*. [www.brainpop.com](http://www.brainpop.com). Accessed May 11, 2018. Web.
- Sanderson, Catherine A., Mark Zelman, Lindsay Armbruster, and Mary McCarley. *Comprehensive Health Skills for Middle School*. Tinley Park, IL: Goodheart-Willcox, 2018. Print.
- *TeensHealth*. [www.teenshealth.org/en/teens](http://www.teenshealth.org/en/teens). Accessed May 11, 2018. Web.

**Time Allotment**

- Approximately 2-4 class sessions

## **UNIT H**

### **Goal-Setting**

#### **Unit Goals**

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit in Grade 8, students will:

- 6.8.2            Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3            Apply strategies and skills needed to attain a personal health goal.
- 6.8.4            Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

#### **Unit Essential Questions**

- What is a SMART goal?
- How do I measure the success of a goal?
- How are all areas of wellness connected?

#### **Scope and Sequence**

- Grade 6: Setting short-term health goals
- Grade 7: Setting short-term health goals; Setting goals to be successful in middle school
- Grade 8: Setting short-term health goals; Setting goals to be successful in high school and beyond

#### **Assured Assessments**

- Grade 6: Summative assessment “Teen Wellness Assessment” (see Assured Student Performance Tasks & Rubrics)
- Grade 7: Summative assessment “Teen Wellness Assessment” (see Assured Student Performance Tasks & Rubrics)
- Grade 8: Summative assessment “Teen Wellness Assessment” (see Assured Student Performance Tasks & Rubrics)

#### **Resources**

##### Supplemental

- *The Teen Compass*. [www.theteencompass.org/](http://www.theteencompass.org/). Accessed May 11, 2018. Web.

**Time Allotment**

- Approximately 2 class sessions

# UNIT I

## Healthy Lifestyle: Fitness and Nutrition

### Unit Goals

Linked to the 2015 CDC National Health Education Standards, by the completion of this unit in Grade 8, students will:

- 1.8.6 Explain how appropriate health care can promote personal health.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

### Unit Essential Questions

- What are healthy eating options?
- How does fitness contribute to my overall health?
- How can nutrition affect my physical performance?

### Scope and Sequence

- Grade 6: Healthy eating; Food labels; Components of fitness
- Grade 7: Healthy food choices; Body composition
- Grade 8: Sports nutrition; Sports supplements; Performance-enhancing drugs

### Assured Assessments

- Grade 6: Various formative assessments
- Grade 7: Various formative assessments
- Grade 8: Various formative assessments

### Resources

#### Supplemental

- *BrainPOP*. [www.brainpop.com](http://www.brainpop.com). Accessed May 11, 2018. Web.
- *MyPlate.gov*. United States Department of Agriculture. [www.choosemyplate.gov/](http://www.choosemyplate.gov/). Accessed May 11, 2018. Web.
- *TeensHealth*. [www.teenshealth.org/en/teens](http://www.teenshealth.org/en/teens). Accessed May 11, 2018. Web.

### Time Allotment

- Approximately 2 class sessions

## **ASSURED STUDENT PERFORMANCE TASKS & RUBRICS**

- Grade 6 Wellness Project: Teen Wellness Assessment
- Grade 7 Wellness Project: Teen Wellness Assessment
- Grade 8 Wellness Project: Teen Wellness Assessment

Name: \_\_\_\_\_ Day: \_\_\_\_\_ Period: \_\_\_\_\_

### Grade 6 Wellness Project: Teen Wellness Assessment

- 1.) Initial teen wellness assessment on *Stress Resilience*, *Rest & Play*, and *Care for Body*. Each assessment should be completed and tabulated. Check your math. \_\_\_\_\_ / **9 pts.**
- 2.) The teen compass self-assessment tool. Color in *Stress Resilience*, *Rest & Play*, and *Care for Body*. Check that you are coloring in the appropriate category with the corresponding amount. \_\_\_\_\_ / **6 pts.**
- 3.) Create two SMART goals. Review your assessments and see which statement from each assessment you gave yourself a low number on. How can you increase that number? The first goal must focus on *Stress Resilience*. The second goal may focus on either *Rest & Play* or *Care for Body*. \_\_\_\_\_ / **30 pts.**

Area of Wellness: write either *Stress Resilience*, *Rest & Play*, or *Care for Body*.

Date: write today's date

Overarching Goal: write "I need to . . ."

What do you need to do in order to increase the number in this area?

Specific: write "I will . . ."

Give specific details of what you will do to achieve your goal.

*For example*: I will walk for 30 minutes three days a week. *NOT*: I need to start getting some exercise.

Measurable and Observable: write "I will . . ."

Give specific details of how you will measure and keep track of your efforts to achieve your goal.

*For example*: Thirty minutes each time, three days a week.

Achievable: write "I can commit to do this for . . ."

Give a specific amount of time that you will commit to achieving this goal. A minimum of two to three weeks.

*For example*: I can commit to do this for three weeks and then evaluate. *NOT*: I will do this for a year.

Relevant: write "I think . . ."

Give specific details as to how achieving this goal will improve your overall wellness (physical health, mental/emotional health, social health).

*For example*: I think exercise is something I really care about and I feel strongly will make a difference in my life by improving my overall wellness. This will also improve my mental/emotional health by \_\_\_\_\_. It will improve my social health by \_\_\_\_\_.

Time-Sensitive: write “I will start . . .”  
Give a specific date that you will start this.  
*For example*: I will start this on Friday.

Obstacles: What might prevent you from achieving your goal?

Solutions: List possible solutions to the obstacles.

Final Goal: write “In order to improve \_\_\_\_\_, I will \_\_\_\_\_, for \_\_\_\_\_.”  
*For example*: In order to improve my physical health and to get more exercise, I will walk for thirty minutes a day, three days a week, for three weeks.

- 4.) Final teen wellness assessment on *Stress Resilience, Rest & Play*, and *Care for Body*. Each assessment should be completed and tabulated. Check your math. \_\_\_\_\_ / **9 pts.**
- 5.) The teen compass self-assessment tool. Color in *Stress Resilience, Rest & Play*, and *Care for Body*. Check that you are coloring in the appropriate category with the corresponding amount. \_\_\_\_\_ / **6 pts.**
- 6.) Summary: Type two paragraphs reflecting on what real progress you truthfully made toward accomplishing your two SMART goals over the duration of the project. Type one paragraph reflecting on the overall experience of doing this project. \_\_\_\_\_ / **40 pts.**

- I do not want you to lie to me. Tell me exactly what you did to accomplish your SMART goals.
- If you did nothing, I would rather have you say you did nothing and explain why, rather than make up lies.
- I will be more critical of your project if I think you are telling me lies than if you truthfully tell me you did nothing and explain why.
- Use one paragraph for each SMART goal.
- In the third paragraph, reflect upon your overall experience of doing this project.
  - i. Was this project worthwhile? Why or why not?
  - ii. What do you feel you got out of this experience if anything? Explain.
  - iii. If you did not get anything out of this experience, tell me why. Explain.
  - iv. Will you continue to pursue these goals in the future? Why or why not?
  - v. How did this impact your health triangle? Physical health, mental/emotional health, social health. Be specific.
- Summary is to be typed, double-spaced, with five to seven sentences per paragraph. Grammar, spelling, and punctuation should be checked before you turn it in.

**TOTAL:** \_\_\_\_\_ / **100 pts.**

Name: \_\_\_\_\_ Day: \_\_\_\_\_ Period: \_\_\_\_\_

### Grade 7 Wellness Project: Teen Wellness Assessment

**Purpose:** To reflect on different areas of your personal wellness, and attempt to make positive changes

**Tasks:**

- 1) Complete Initial Teen Wellness Assessments on *Organization, Rest & Play, School/Work, and Emotions.*
- 2) Construct a bar graph on the results of your Initial Teen Wellness Assessments on *Organization, Rest & Play, School/Work, and Emotions.*
- 3) Complete two SMART Goal Sheets detailing your goals to improve one aspect of your overall Health.
- 4) Write two paragraphs truthfully summarizing what you actually did to work toward your SMART Goals.
- 5) Complete Final Teen Wellness Assessments on *Organization, Rest & Play, School/Work, and Emotions.*
- 6) Construct a bar graph on the results of your Final Teen Wellness Assessments on *Organization, Rest & Play, School/Work, and Emotions.*
- 7) Write two paragraphs reflecting on what occurred while doing this project.

**Timeline:**

Tasks 1, 2, and 3 are due \_\_\_\_\_.

Tasks 4, 5, 6, and 7 are due \_\_\_\_\_.

Name: \_\_\_\_\_ Day: \_\_\_\_\_ Period: \_\_\_\_\_

### Grade 7 Wellness Project: Teen Wellness Assessment Rubric

**TASK 1 – 10 Possible Points – Points Earned:** \_\_\_\_\_

Initial Wellness Assessments on *Organization, Rest & Play, School/Work, and Emotions* are completed, tabulated, and turned in with names on top of each.

**Comments:**

**TASK 2 – 15 Possible Points – Points Earned:** \_\_\_\_\_

Bar Graph turned in is labeled Initial Survey, has student’s name on top, has both X and Y axes labeled, and contains results of all four Wellness Assessments. (Bar Graph can be computer-generated or neatly hand-drawn.)

**Comments:**

**TASK 3 – 20 Possible Points – Points Earned:** \_\_\_\_\_

Using the results of the Initial Survey, complete two SMART Goal Sheets in an attempt to improve one to two Areas of Wellness. Sheets must be completely filled out.

**Comments:**

**TASK 4 – 20 Possible Points – Points Earned:** \_\_\_\_\_

Write two paragraphs reflecting on what real progress you truthfully made toward accomplishing those SMART Goals over the duration of the project. (One paragraph per SMART Goal.)

**Comments:**

**TASK 5 - 10 Possible Points – Points Earned:** \_\_\_\_\_

Final Wellness Assessments on *Organization, Rest & Play, School/Work, and Emotions* are completed, tabulated, and turned in with names on top of each.

**Comments:**

**TASK 6 - 15 Possible Points – Points Earned:** \_\_\_\_\_

Bar Graph turned in is labeled Final Survey, has student’s name on top, has both X and Y axes labeled, and contains results of all four Wellness Assessments. (Bar Graph can be computer-generated or neatly hand-drawn.)

**Comments:**

**TASK 7 - 10 Possible Points – Points Earned:** \_\_\_\_\_

Write two paragraphs reflecting on the overall experience of doing this project (can include your own thoughts, opinions, conclusions, etc.).

**Comments:**

**Final Grade:** \_\_\_\_\_

Name: \_\_\_\_\_ Day: \_\_\_\_\_ Period: \_\_\_\_\_

**Grade 8 Wellness Project: Teen Wellness Assessment**

**PRE:**

Complete all 4 portions of Teen Wellness Assessment

*Stress Resilience / Organization / Relationships / Spirituality*

\_\_\_ / 1 pt.      \_\_\_ / 1 pt.      \_\_\_ / 1 pt.      \_\_\_ / 1 pt.

\_\_\_ / 9 pts.

Complete Teen Compass Self-Assessment Tool

(Shade in areas on Compass)

\_\_\_ / 1 pt.

Pick 1 of the 4 Categories and create a SMART Goal

(Use S.M.A.R.T. Goal Planner on reverse side of rubric as a guide)

S \_\_\_ / 1 pt.    M \_\_\_ / 1 pt.    A \_\_\_ / 1 pt.    R \_\_\_ / 1 pt.    T \_\_\_ / 1 pt.

\_\_\_ / 5 pts.

**POST:**

Reflection on SMART Goal

2 paragraphs, 5-7 sentences per paragraph

Typed, double-spaced, Times New Roman 12-point

- 1.) What have you learned about yourself during this process of goal-setting? (2.5 pts)
- 2.) What struggles did you have during this process? (2.5 pts.)
- 3.) Did you achieve your goal? And how did you feel about yourself afterwards? (2.5 pts.)
- 4.) What will you do differently, starting today? (2.5 pts.)

\_\_\_ / 10 pts.

**TOTAL: \_\_\_ / 100 pts.**

**PRE Due: \_\_\_\_\_ / POST Due: \_\_\_\_\_**

*(Note: Student will not receive full credit for any part that is completed late)*

## S.M.A.R.T. Goal Planner

Overall Goal: Must be based on 1 of the 4 components: *Stress Resiliency, Organization, Relationships, or Spirituality.*

### **Specific: (1 pt.)**

What EXACTLY do I want to improve?

### **Measurable: (1 pt.)**

How often (example minutes, hours) and how long (day(s), week(s)?) can I devote to my goal?

### **Attainable: (1 pt.)**

With hard work, is it possible to reach this goal by the deadline? Yes or No?

### **Realistic and Relevant: (1 pt.)**

My goal is important enough for me to put a plan into action. (Why is fulfilling this goal important to me?)

### **Time-Bound: (1 pt.)**

I will reach my goal by: [Project Due Date]

Obstacles: What is going to make it difficult for you in this process?

Solutions: What adjustments are you willing to make to get around these obstacles?