

Strand	
<u>Concept</u>	<u>Learning Targets</u>
A. Identify various types of mental and emotional situations and how to cope with them in healthy ways	1. • Describe appropriate ways to express needs, wants, and feelings • Describe what stress is and how it effects the body • Define bullying and harassment and list examples of each • Differentiate between positive and negative peer pressure • Establish short and long term goals • Explain how relationships (family, peers) change as individuals mature • Describe how body image and thoughts affect health
Alignments: CCSS: 6-8.RST.2; 6-8.RST.8 Performance: 3.2, 3.3, 4.7 Knowledge: (H/PE) 2,6 HEGLE: FIS.2.A,C; HME.2.B; HME.4.A,C-E (All 6th Gr.) NETS: 1d DOK: 2	
<u>Instructional Strategies</u> • Provide texts that model emotions to aid making portfolio • Shared writing • Shared reading of emotion and bullying books with class discussion • Guided practice • Role Playing about bullying and peer pressure	

<u>Assessments/Evaluations</u> • Oral presentation of portfolio • Written: • quizzes • tests
<u>Sample Assessment Questions</u> • What are two types of peer pressure? • What are 2 ways: • that stress can affect a person's body? • to appropriately release stress?
<u>Instructional Resources/Tools</u> • Role playing • Portfolios • Foldable notes
<u>Literacy Connections</u> • Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions • Distinguish among facts, reasoned judgment based on research findings, and speculation in a text
<u>Cross Curricular Connections</u> • Independent Living

Strand	
<u>Concept</u>	<u>Learning Targets</u>
B. Identify the various systems of the body and how they function	1. - Describe the functions and components of the following systems: - Skeletal - Muscular - Digestive - Circulatory - Respiratory - Nervous - Investigate disorders and prevention techniques related to the major systems
Alignments: CCSS: 6-8.RST.8; 6-8.RST.4 Performance: 4.7 Knowledge: (H/PE) 1 HEGLE: FIS.1.B,C,F,H (6th Gr.); FIS.1.E (5th Gr.) NETS: 1c DOK: 2	
<u>Instructional Strategies</u> - The teacher will model blood flow - Guided practice putting body systems in the correct locations - Guided reading practice	
<u>Assessments/Evaluations</u> - Written: - quizzes - tests - Presentation of body system poster	

Sample Assessment Questions

- How many chambers does the heart have?
- Explain why we need joints
- What system in the body is responsible for taking oxygen to all cells?
- What are 3 parts to blood?

Instructional Resources/Tools

- Stethoscopes
- Models
- Online simulations
- Body videos

Literacy Connections

- Distinguish among facts, reasoned judgment based on research findings, and speculation in a text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

Cross Curricular Connections

- Health/PE
- Human Biology

Strand	
<u>Concept</u>	<u>Learning Targets</u>
C. Evaluate personal health and fitness skills	1. • Evaluate behaviors that keep a person healthy (physical activity, sleep, nutrition, hygiene) • Identify preventative health care options and explain the benefit of each • Locate a variety of healthcare services and products • Describe the main components of an effective workout routine
Alignments: CCSS: 6-8.RST.4; 6-8.RST.8 Performance: 4.7 Knowledge: (H/PE) 4 HEGLE: HME.1.A (5 th and 6 th Gr.); HME.1.B (6 th Gr.); HME.1.D (9 th -12 th Gr.); HME.3.B (8 th Gr.) NETS: 2d DOK: 2	
<u>Instructional Strategies</u> • Guided practice using resources to find healthcare professionals • The teacher will model how to: • stretch before working out • look up healthcare services • Shared reading • Critique personal health behaviors and their cause and effect on health • Evaluate how physical activity positively affects the body, such as: • strength • endurance • flexibility • body composition	

<u>Assessments/Evaluations</u> • Presentation of video • Written: • quizzes • tests
<u>Sample Assessment Questions</u> • What are the 3 parts of a good workout routine? • What are some problems people could have if they don't exercise? • How much exercise do you need in a day?
<u>Instructional Resources/Tools</u> • Fitness video • Phone books • Online resources
<u>Literacy Connections</u> • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics • Distinguish among facts, reasoned judgment based on research findings, and speculation in a text
<u>Cross Curricular Connections</u> • PE • Independent Living

Strand	
<u>Concept</u>	<u>Learning Targets</u>
D. Evaluate the relationship between proper nutrition and healthy lifestyles	1. • Identify that foods fit into various groups • Identify healthy food choices from each of the food groups • Describe sources and functions of vitamins and minerals that are critical for the body • Evaluate the six essential nutrients and their functions (carbohydrates, proteins, fats, vitamins, minerals, water) • Identify the basic parts of a nutritional label (serving size, fat, sugar, carbs, etc.) • Analyze media influence on eating behaviors
Alignments: CCSS: 6-8.RST.4; 6-8.RST.9 Performance: 4.7 Knowledge: (H/PE) 2 HEGLE: HME.2.A,C,E (5 th Gr.); HME.3.A (9 th -12 th Gr.) NETS: 1a DOK: 2	
<u>Instructional Strategies</u> • Guided practice sorting foods into food groups • The teacher will model how to read food labels • Shared reading • Class discussions	
<u>Assessments/Evaluations</u> • Written: • tests • quizzes	

Sample Assessment Questions

- What are the main food groups?
- How many calories should most people eat in a day?
- Explain the difference between anorexia and bulimia
- How often should you eat out?

Instructional Resources/Tools

- Nutrition videos
- MyPlate & MyPyramid posters
- Nutrition charts
- Nutrition labels

Literacy Connections

- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*

Cross Curricular Connections

- Independent Living

Strand	
<u>Concept</u>	<u>Learning Targets</u>
E. Evaluate the effects of tobacco, alcohol, and other drug (TAOD) use	1. • Describe proper and improper usage of substances in the home (household cleaners, prescription drugs, over the counter drugs) • Describe the effects of TAOD on the body (lungs, liver, brain, etc.) • Explain why individuals need to follow labels and/or doctor guidelines for all medications • Describe factors that influence the decision to use and abuse substances • Assess the risk of dependency and locate available resources for help • Show various refusal and assertive skills
Alignments: CCSS: 6-8.RST.2; 6-8.RST.4 Performance: 4.7 Knowledge: (H/PE) 5 HEGLE: RAR.3.B (5th and 6th Gr.); RAR.3.C (5th-7th Gr.) NETS: 1a DOK: 2	
<u>Instructional Strategies</u> • Look alike demo • Guided practice filling out a Venn diagram • Use models showing harmful effects of drugs on the body • Shared reading • Compare and contrast over the counter and prescription drugs	

<u>Assessments/Evaluations</u> • Written: • tests • quizzes • Presentation on a drug
<u>Sample Assessment Questions</u> • Why is it important to follow all medication guidelines? • Why should you not take another person's medication? • What are the harmful effects of alcohol on the body? • What parts of the body are harmed by smoking?
<u>Instructional Resources/Tools</u> • Demonstration board
<u>Literacy Connections</u> • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics • Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions
<u>Cross Curricular Connections</u> • Independent Living

Strand	
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F. Identify and discuss preventative behaviors	1. • Classify communicable and non-communicable diseases into appropriate categories • Differentiate between HIV and AIDS; describe signs and symptoms of each • Explain the consequences of how teen pregnancy and parenting can impact personal, family and societal perspectives • Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable • Identify behaviors that can increase or decrease the risk of cancer • Describe the body's lines of defense and the stages of disease progression
Alignments: CCSS: 6-8.RST.4; 6-8.RST.7 Performance: 4.7 Knowledge: (H/PE) 2,3 HEGLE: RAR.1.C,D (6 th Gr.); RAR.1.E (5 th Gr.); RAR.1.F (7 th Gr.) NETS: N/A DOK: 2	
<u>Instructional Strategies</u> • Guided practice sorting positive and negative behaviors • The teacher will model how to identify possible skin cancer • Shared reading	

<u>Assessments/Evaluations</u> • Written: • tests • quizzes
<u>Sample Assessment Questions</u> • How are HIV and AIDS spread? • How can you keep yourself protected from diseases? • What is the most reliable form of contraceptive? • How are 3 ways teen parenting affects teens and their families?
<u>Instructional Resources/Tools</u> • Videos • Internet • Magazines
<u>Literacy Connections</u> • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics • Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table)
<u>Cross Curricular Connections</u> • N/A

Strand	
<u>Concept</u>	<u>Learning Targets</u>
G. Identify and practice first aid techniques	1. • Explain how basic aid techniques can help to save lives • Assess home and school environments for potential unsafe situations and recommend corrective action • Apply concepts about weather safety (recognize and attend to changing conditions) • Predict the outcome when safety equipment is used/not used in physical activity • List the common water-related emergencies and describe prevention and treatment techniques • Identify safety precautions to use outside the home • Explain ways of making a home or apartment safe • Identify ways to care for and keep children safe
Alignments: CCSS: 6-8.RST.4 Performance: 4.7 Knowledge: (H/PE) 7 HEGLE: RAR.2.A (7 th Gr.); RAR.2.B (5 th and 6 th Gr.); RAR.2.C (6 th and 7 th Gr.); RAR.2.D (9 th -12 th Gr.) NETS: 1a DOK: 2	
<u>Instructional Strategies</u> • Guided practice of putting together a first aid kit • Shared reading • The teacher will model bandaging techniques • Hands-on activities	

<u>Assessments/Evaluations</u> • Portfolio • Written: • tests • quizzes
<u>Sample Assessment Questions</u> • What are the 3 types of burns? • What should you do during electrical storms? • What should you do if a building is on fire? • Where should you go during a tornado? • Explain what to do for a bee sting?
<u>Instructional Resources/Tools</u> • First Aid Kit • Internet • Videos
<u>Literacy Connections</u> • Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i>
<u>Cross Curricular Connections</u> • Independent Living