

# **NORTH BRANFORD PUBLIC SCHOOLS**

## **Essential Curriculum**

### **Health Education**

#### ***Middle School (Grades 6-8)***

#### **Alcohol and Other Drugs**

##### **By the end of Grade 8 students will know:**

- differences between dependence and addiction
- physical, social and emotional effects of AOD use
- the importance of taking medication as directed or prescribed
- possible risks of taking multiple medicines
- benefits of not using AOD(physical, social, emotional, legal, financial)
- differences between dependence and addiction
- physical, social and emotional effects of AOD use
- signs and behaviors of AOD use
- effects and consequences of:
  - binge drinking
  - inhalant use
  - marijuana use
  - use of other illicit drugs
- relationship between AOD use and:
  - transportation injuries
  - violence and other injuries
  - sexual risk behavior
  - mental health
  - fetal development/fetal alcohol syndrome
- how to accept personal responsibility for choices about AOD
- how to make a personal commitment not to use irresponsibly or illegally
- how to deal with pressure to use
- how to encourage others not to use
- how to get help

#### **Tobacco Use**

##### **By the end of Grade 8 students will know:**

- addictive effects of nicotine
- short-term effects of tobacco
- use, e.g., bad breath, heart rate, athletic performance
- harmful effects of tobacco use, including second-hand smoke
- risks of different types of tobacco
- tobacco is a “gateway” drug
- influences: internal, family, peer, role models, media
- laws and school policies

- most people don't use tobacco
- how to make a personal commitment not to use strategies to resist pressure to use
- ways to communicate personal attitudes about tobacco use
- strategies for advocating for a tobacco-free environment
- ways to support others to be tobacco free
- healthful alternatives to tobacco use
- how difficult it is to stop using tobacco
- resources to quit using tobacco products
- long-term and short-term health benefits
- social and financial benefits

## **Injury Prevention**

### **By the end of Grade 8 students will know:**

- strategies to prevent fires
- escape plans
- strategies to stay safe around electricity
- how to access resources for getting help
- the importance of learning how to swim
- precautions when entering or being around water
- hazards of ocean, riptides, undertows, surf
- strategies to help self and others
- the importance of avoiding AOD
- how to assess the situation
- how to get help
- standard precautions (infection control procedures)
- steps for rescue breathing
  - stop bleeding
  - clear respiratory obstructions
  - care for burns
  - prevent and care for poisonings
- how to use protective equipment
- bicycle safety
- how to use public transportation safely
- how to refuse to ride with impaired driver
- ways to avoid interpersonal conflict
- causes of conflict in schools and communities
- conflict resolution techniques
- strategies to avoid fighting/bullying
- ways to avoid and report weapons
- the potential danger of handguns
- gun safety, including safe storage of guns in home
- symptoms of and ways to prevent child abuse
- ways to avoid dating violence
- types of sexual harassment
- strategies to prevent sexual assault
- valid sources for getting help

## Family Life and Human Sexuality

### By the end of Grade 8 students will know:

- ways to communicate respect for self and others, e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, and age
- the impact of changes in family dynamics after birth, marriage, divorce, death, etc.
- how to be a responsible family member
- influences that result in violence in relationships, e.g., date rape and other abuse
- about changes during puberty and adolescence: emotional, physical, sexual, and social
- about changes during the life cycle (birth, childhood, aging, death)
- benefits of healthful sexual decision making
- most students are not engaging in sexual intercourse
- how to make a personal commitment to abstain from sexual intercourse
- how to refuse unwanted or unprotected sex
- benefits of setting sexual limits, e.g., staying in school, reputation, achieving future goals
- strategies to show respect for sexual limits of others
- strategies to deal with pressures to cross sexual limits, including pressure from older men/women
- the effects of alcohol and other drug use on sexual behavior
- risks of unintended pregnancy and disease with unprotected sexual intercourse
- influences on sexual behavior, e.g., family, peers, religion, media, culture, internal
- how behavior and situations may lead to sex
- health risks with multiple lifetime partners
- risks of HIV and other STIs
- common signs and symptoms of HIV and other STIs
- common routes of transmission of HIV and other STIs
- abstinence is the most effective prevention strategy
- effective ways to prevent HIV and STIs
- HIV and other STI can be asymptomatic
- consequences of untreated HIV and other STIs
- treatment options for STIs
- valid sources of information and help
- the importance of having compassion for people with HIV
- abstinence is the most effective prevention method
- facts and myths about contraceptive methods
- effective methods and steps for prevention
- how to make a personal commitment to avoid pregnancy, HIV and STIs
- valid sources of information and help

## **Nutrition**

### **By the end of Grade 8 students will know:**

- benefits of healthful eating (short-term and long-term benefits and risks)
- how to develop a dietary plan for selecting a variety and proportions of foods consistent with Food Guide Pyramid
- the benefits of:
  - consuming more water, fruits, vegetables, grains and calcium-rich foods
  - decreasing fat intake
  - moderating sugar intake
- how to use the Food Guide Pyramid
- how to read food nutrition labels
- how to use the Dietary Guidelines
- validity of claims of nutritional supplements and weight loss products
- personal likes and dislikes
- influences: family, peer, cultural, media
- how marketing, packaging and advertising influence food choices
- how moods and emotions influence food choices
- how body image affects food choices
- how to assess personal nutritional needs, preferences and practices
- strategies for overcoming barriers to healthful eating
- how to prepare healthful meals for self and others
- how energy is expended during exercise/activity
- healthful weight management practices
- symptoms and sources of support for eating disorders
- practices for safe food preparation, serving and storage
- reasons for food safety

## **Physical Activity**

### **By the end of Grade 8 students will know:**

- benefits and risks of physical activity, including mental and social benefits
- how to evaluate exercise needs: frequency, intensity, duration
- phases of a workout: warm up, work out, cool down
- types of exercise: cardio-respiratory, muscular strength and endurance, and flexibility
- physiological responses to physical activity (energy expenditure, heart rate, respiratory rate, resting heart rate)
- influences on physical activity:
  - internal (enjoyment/satisfaction)
  - family
  - peer
  - media
- how to assess personal physical activity levels
- how to develop plans that include types and amounts of activity and focus on health related physical fitness
- strategies for overcoming barriers to physical activity

- strategies for protection from cold, heat and sun during activity, e.g., hydration, sunscreen
- the relationship between healthful physical activity and body composition
- how to use protective equipment
- techniques to prevent the spread of blood-borne pathogens
- warm-up and cool down to avoid injury
- risks of various sports activities
- the effects of tobacco, alcohol and other drugs on performance
- the validity of claims of performance-enhancing drugs and nutritional supplements

## **Emotional/Mental Health**

### **By the end of Grade 8 students will know:**

- how to accept personal responsibility for behavior
- personal assets and strengths
- characteristics of positive role models
- influences and actions that demonstrate:
  - sense of belonging
  - sense of empowerment
  - positive body image
- how to express needs, wants and feelings appropriately
- positive ways to handle/express emotions: mood swings, hurt feelings, loneliness, sadness
- strategies for managing and reducing frustration, anger and conflict
- how emotions and behaviors change during adolescence
- strategies to build and maintain friendships, including appropriate ways to end relationships
- skills for effective: speaking. Listening, non-verbal communication
- ways to communicate respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity, sexual orientation, and age
- how to advocate for a healthy social environment
- how to advocate for fairness, needs and rights of others
- how to resist peer pressure, negotiate and compromise
- how to analyze stressors, e.g., death, ending relationships, changing schools, rejection
- coping strategies to reduce stress, including exercise
- strategies for transitioning into high school
- signs, behaviors and symptoms of depression and other mental illness, including suicide
- the interaction of alcohol and other drug use with mental illness
- symptoms and sources of support for eating disorders
- signs of gambling problems and addiction
- valid sources of information and help

## **Personal Care/Consumer Health**

### **By the end of Grade 8 students will know:**

- hygiene practices for caring for body changes that occur during growth and development
- effective dental care, including brushing and flossing
- benefits of regular medical and dental checkups
- appropriate skin care to prevent and treat acne
- the importance of:
  - immunizations
  - using sun screen
  - wearing protective clothing
- how fads affect health, e.g., body piercing, tattooing, artificial fingernails, hair dyes
- benefits of regular medical and dental check-ups and screenings
- similarities and differences among a variety of health care products and services
- the validity of claims made by promoters of health care products and services
- how to communicate with health care providers about personal health

## **Community/Environmental Health**

### **By the end of Grade 8 students will know:**

- home, school and community resources to promote health, e.g., library, Internet, health department, voluntary agencies
- environmental health risks
- how to advocate for the protection of natural resources
- that individual behavior affects the environment and the community, e.g., recycling
- threats to community health, e.g., tobacco advertising, availability of alcohol and other drugs, unsafe bicycle paths