



# OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

## Topic: PERSONAL HEALTH & WELLNESS (PHW)

**Grade Band: 6-8**

Key: **Essential Standards in BOLD.** Supportive Standards in GREY.

<b>Standard 1: Functional Knowledge</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
<b>S1.1.8.</b> Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	1.1.PHW.1.6 1.1.PHW.2.6 1.1.PHW.3.6 1.1.PHW.4.6 1.1.PHW.5.6 1.1.PHW.6.6 1.1.PHW.7.6	1.1.PHW.1.7 1.1.PHW.2.7 1.1.PHW.3.7 1.1.PHW.4.7 1.1.PHW.5.7 1.1.PHW.6.7 1.1.PHW.7.7	1.1.PHW.1.8 1.1.PHW.2.8 1.1.PHW.3.8 1.1.PHW.4.8 1.1.PHW.5.8 1.1.PHW.6.8 1.1.PHW.7.8 1.1.PHW.8.8 1.1.PHW.9.8 1.1.PHW.10.8 1.1.PHW.11.8
<b>Standard 2: Analyzing Influences</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>	<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
<b>S2.1.8.</b> Explain the influence of school rules and community laws on health practices and behaviors.	2.1.PHW.1.6	2.1.PHW.1.7	2.1.PHW.1.8
<b>S2.2.8.</b> Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	2.2.PHW.2.6	2.2.PHW.2.7	2.2.PHW.2.8
<b>S2.3.8.</b> Explain how social expectations influence healthy and unhealthy practices and behaviors.	2.3.PHW.3.6	2.3.PHW.3.7	2.3.PHW.3.8
<b>S2.4.8.</b> Explain how personal values and beliefs influence personal health practices and behaviors.	2.4.PHW.4.6	2.4.PHW.4.7	2.4.PHW.4.8
<b>S2.5.8.</b> Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	2.5.PHW.5.7	2.5.PHW.5.7	2.5.PHW.5.8
<b>S2.6.8.</b> Analyze how relevant influences of family and culture affect personal health practices and behaviors.	2.6.PHW.6.6	2.6.PHW.6.7	2.6.PHW.6.8
<b>S2.7.8.</b> Analyze how relevant influences of school and community affect personal health practices and behaviors.	2.7.PHW.7.6	2.7.PHW.7.7	2.7.PHW.7.8

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S2.8.8.	Analyze how relevant influences of media and technology affect personal health practices and behaviors.	2.8.PHW.8.6	2.8.PHW.8.7	2.8.PHW.8.7
S2.9.8.	Analyze how relevant influences of peers affect personal health practices and behaviors.	2.9.PHW.9.6	2.9.PHW.9.7	2.9.PHW.9.8
<b>Standard 3: Accessing Resources</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.		<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>		<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S3.1.8.	Analyze the validity and reliability of health information.	3.1.PHW.1.6	3.1.PHW.1.7	3.1.PHW.1.8
S3.2.8.	Analyze the validity and reliability of health products.	3.2.PHW.2.6		3.2.PHW.2.8
S3.3.8.	Analyze the validity and reliability of health services.	3.3.PHW.3.6		3.3.PHW.3.8
S3.4.8.	Describe situations that call for professional health services.	3.4.PHW.4.6	3.4.PHW.2.7	3.4.PHW.4.8
S3.5.8.	Determine the availability of valid and reliable health products.	3.5.PHW.5.6	3.5.PHW.3.7	3.5.PHW.5.8
S3.6.8.	Access valid and reliable health information from home, school or community.	3.6.PHW.6.6	3.6.PHW.4.7	3.6.PHW.6.8
S3.7.8.	Locate valid and reliable health products.	3.7.PHW.7.6	3.7.PHW.5.7	3.7.PHW.7.8
S3.8.8.	Locate valid and reliable health services.	3.8.PHW.8.6	3.8.PHW.6.7	3.8.PHW.8.8
<b>Standard 4: Interpersonal Communication Skills</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>		<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S4.1.8.	Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	4.1.PHW.1.6	4.1.PHW.1.7	4.1.PHW.1.8 4.1.PHW.2.8
S4.2.8.	Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.			4.2.PHW.2.8
S4.3.8.	Demonstrate effective peer resistance skills to avoid or reduce health risks	4.3.PHW.2.6	4.3.PHW.2.7	4.3.PHW.3.8
S4.4.2.	Demonstrate effective negotiation skills to avoid or reduce health risks.	4.4.PHW.3.6	4.4.PHW.3.7	4.4.PHW.4.8
S4.5.8.	Demonstrate healthy ways to manage or resolve conflict.			4.5.PHW.5.8
S4.6.8.	Demonstrate how to effectively ask for assistance to improve personal health.	4.6.PHW.4.6	4.6.PHW.4.7	4.6.PHW.6.8
S4.7.8.	Demonstrate how to effectively communicate empathy and support for others.	4.7.PHW.5.6	4.7.PHW.5.7	4.7.PHW.7.8
<b>Standard 5: Decision-Making Skills</b> Students will demonstrate the ability to use decision-making skills to enhance health.		<b>Grade Level INDICATORS</b>		
<i>BENCHMARK</i>		<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S5.1.8.	Identify circumstances that help or hinder healthy decision making.	5.1.PHW.1.6	5.1.PHW.1.7	5.1.PHW.1.8
S5.2.8.	Determine when situations require a health-related decision.	5.2.PHW.2.6	5.1.PHW.2.7	

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S5.3.8.	Distinguish when health-related decisions should be made individually or with the help of others.	5.3.PHW.3.6	5.3.PHW.3.7	5.3.PHW.2.8
S5.4.8.	Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	5.4.PHW.4.6	5.4.PHW.4.7	5.4.PHW.3.8
S5.5.8.	Distinguish between healthy and unhealthy alternatives of a health-related decision.	5.5.PHW.5.6	5.5.PHW.5.7	5.5.PHW.4.8
S5.6.8.	Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	5.6.PHW.6.6	5.6.PHW.6.7	5.6.PHW.5.8
S5.7.8.	Choose a healthy alternative when making a health-related decision.	5.7.PHW.7.6	5.7.PHW.7.7	5.7.PHW.6.8
S5.8.8.	Analyze the effectiveness of a final outcome of a health-related decision.	5.8.PHW.8.6	5.8.PHW.8.7	5.8.PHW.7.8
<b>Standard 6: Goal Setting Skills</b>		<b>Grade Level INDICATORS</b>		
<b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>				
<i>BENCHMARK</i>		<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S6.1.8.	Assess personal health practices.	6.1.PHW.1.6	6.1.PHW.1.7	6.1.PHW.1.8
S6.2.8.	Set a realistic personal health goal.	6.2.PHW.2.6	6.1.PHW.2.7	6.2.PHW.2.8
S6.3.8.	Assess the barriers to achieving a personal health goal.	6.3.PHW.3.6	6.3.PHW.3.7	6.3.PHW.3.8
S6.4.8.	Apply strategies to overcome barriers to achieving a personal health goal.	6.4.PHW.4.6	6.4.PHW.4.7	6.4.PHW.4.8
S6.5.8.	Use strategies and skills to achieve a personal health goal.	6.5.PHW.5.6	6.5.PHW.5.7	6.5.PHW.5.8
<b>Standard 7: Practicing Healthy Behaviors</b>		<b>Grade Level INDICATORS</b>		
<b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>				
<i>BENCHMARK</i>		<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S7.1.8.	Explain the importance of being responsible for personal health behaviors.	7.1.PHW.1.6	7.1.PHW.1.7	7.1.PHW.1.8
S7.2.8.	Analyze personal practices and behaviors that reduce or prevent health risks.	7.2.PHW.2.6	7.2.PHW.2.7	7.2.PHW.2.8
S7.3.8.	Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.3.PHW.3.6	7.3.PHW.3.7	7.3.PHW.3.8
S7.4.8.	Make a commitment to practice healthy behaviors.	7.4.PHW.4.6	7.4.PHW.4.7	7.4.PHW.4.8
<b>Standard 8: Advocacy Skills</b>		<b>Grade Level INDICATORS</b>		
<b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>				
<i>BENCHMARK</i>		<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
S8.1.8.	State a health-enhancing position, supported with accurate information, to improve the health of others.	8.1.PHW.1.6	8.1.PHW.1.7	8.1.PHW.1.8
S8.2.8.	Persuade others to make positive health choices.	8.2.PHW.2.6	8.2.PHW.2.7	8.2.PHW.2.8
S8.3.8.	Collaborate with others to advocate for healthy individuals, families and schools.	8.3.PHW.3.6	8.3.PHW.3.7	8.3.PHW.3.8
S8.4.8.	Demonstrate how to adapt positive health-related messages for different audiences.	8.4.PHW.4.6	8.4.PHW.4.7	8.4.PHW.4.8

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### CONTENT ELABORATION

**Content Elaboration for 6-8 Grade Band:** Students in grades 6-8 focus on the functional knowledge that would assist with accessing valid, reliable resources, effective interpersonal communication skills, decision-making, and setting goals to enhance personal health and wellness. Students in this grade band need experience accessing valid, reliable health information from credible resources and how to navigate through all the information technology provides. It is essential for students to know how to communicate with trusted adults and health care professionals about their personal health and wellness needs using effective interpersonal communication skills. It is also necessary to guide students with the decision-making steps that include identifying influences that impact decisions, distinguishing healthy and unhealthy alternatives, potential outcomes of the alternatives, choosing a healthy alternative, and analyzing the effectiveness of the health decision that was made. Students in this grade band also learn goal setting skills. Goal setting gives students the opportunity to assess personal health practices, set a realistic goal, identify barriers that would prevent achieving the goal, apply strategies to overcome the barriers, and use strategies and skills to achieve the personal health goal.

**Previous Grade Band (Grades 3-5) Progression Statement:** In the Grade 3-5 band students acquire functional knowledge about infectious and non-infectious diseases, vision and hearing safety, and taking personal responsibility for individual health and wellness. Throughout the third and fourth grades, students practice the previously learned skills of goal setting and advocacy to improve or maintain their own personal health and wellness as well as that of others. In addition to gathering facts about infectious disease prevention and developing health-enhancing personal health beliefs, fifth graders design a school campaign that persuades others to make healthy PHW choices.

**Next Grade Band (High School) Progression Statement:** Students in high school focus on the functional knowledge that continues the development of skills for accessing valid, reliable resources to build health literacy and effective interpersonal communication skills. Students at this developmental age have higher demands that require additional health knowledge and communication skills. For example, older teens are driving to their own doctors' appointments and must rely on their interpersonal communication skills to express their personal health and wellness needs. Students in high school must also have the confidence to ask health care professionals questions and understand the health information that is given to them. Practicing healthy behaviors is another essential skill that is focused upon for this grade band. They must analyze the role of individual responsibility to enhance personal health, and evaluate personal practices and behaviors to prevent health risks.

The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills.

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## FUNCTIONAL KNOWLEDGE AND SKILLS

### Essential Understandings

- Summarize the benefits of good sleep and hygiene practices for promoting health and maintaining positive social relationships.
- Describe appropriate ways to protect vision, hearing, and skin from damage.
- Explain how infectious, noninfectious, acute, and chronic diseases are acquired and how they can be prevented.
- Describe usual signs and symptoms of common STIs and HIV.
- Explain the short- and long-term consequences of common STIs and HIV and how they can be treated.
- Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases.
- Describe the potential health and social consequences of popular fads or trends such as body piercing and tattooing.
- Establish, monitor, and work towards personal health and wellness goals.
- Analyze the validity and reliability of online information about infectious and chronic diseases.
- Describe situations in which a trained professional should be contacted regarding infectious or chronic conditions.
- Demonstrate the use of effective verbal and nonverbal communication skills to avoid risky sexual situations.
- Demonstrate how to effectively ask for assistance from a healthcare professional regarding questions or concerns about STIs.
- Analyze situations, important personal factors, and likely outcomes to assist with healthy decisions that will reduce risk of an infectious or chronic disease.

## INSTRUCTIONAL RESOURCES

### Electronic Resources

- <https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/chronic-disease/chronic-disease-conditions>
- <https://odh.ohio.gov/wps/portal/gov/odh/know-our-programs/infectious-diseases/infectious-diseases>
- <https://www.cdc.gov/std/default.htm>
- <https://www.hhs.gov/ash/oah/adolescent-development/reproductive-health-and-teen-pregnancy/stds/index.html>
- <https://www.cdc.gov/chronicdisease/index.htm>

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## CONNECTIONS

### Skill Connections within Health Education

- ATOD – Describing how ATOD use can reduce healthy decisions and increase chances of getting an infectious disease.
- Healthy Relationships – Discussion of STI’s and their impact on a healthy relationship.
- Healthy Eating – Discussion of the relationship between healthy eating and chronic disease prevention.

### Interdisciplinary Connections:

- Science – Discussion of body systems and how chronic or infectious disease impacts the systems.
- History – Discussion of how the system of government has changed throughout history towards additional focus on the health of the population.
- ELA – Analyze themes in a novel focused on the struggle of surviving cancer.
- Physical Education – The role of physical activity as a primary means to prevent chronic disease.