

Health 6 (0090) Course Overview Curriculum Document				
Course Description				
The AASD Health curriculum is taught through functional health information. The Health content focus may change for each Health skill based on current district data and needs of that grade level. The primary goal of Health 6 is creating healthy habits to teach students to routinely “think, choose, and act” for health within identified priority risk areas. By understanding the health skill standards, students learn functional health concepts, access information, and analyze influences to apply these to important health issues. They will learn to make decisions, set goals and communicate about their health choices. Students will learn to act on their choices to develop self-management to promote and protect health for themselves and then advocate to protect and health for themselves and others.				
Credits		Prerequisites		
		None		
Board Approved		Revised		
July 2001, June 2017		June 2017 January 22, 2024		
Required Assessments				
District Common Summative Assessments				
Textbooks/Resources				
Benes, S., and Alperin, H. (2016). <i>The essentials of teaching health education</i> . Shape America - Society of Health and Physical Education. Benes, S., and Alperin, H. (2019). <i>Lesson planning for skills-based health education: Meeting secondary-level national standards</i> . Shape America - Society of Health and Physical Education.				
Course Essential Understandings		Course Essential Questions		
As a result of successfully completing this course, students will understand that: <ul style="list-style-type: none">Applying a variety of health skills to any situation or health content improves their health or others.Health content, skills and functional health information provide opportunities for self-reflection, internalization and personalization of health enhancing behaviors.Functional health information provides engaging and relevant experiences for students to make health-enhancing decisions.		<ul style="list-style-type: none">What are health-enhancing behaviors and risks, and how do students engage with the health content to practice health-enhancing behaviors and avoid risky behaviors?What is personal responsibility and self-awareness, and how do students promote personal responsibility and self-awareness in each health content?What is functional health information and how does it provide engaging and relevant experiences for students?		
Unit Overviews				
Unit Name	Unit Description	Unit Essential Question	Instructional Standards	Assessed Standards
Unit 1: Self-Management	<p>This skill evaluates students’ ability to take personal responsibility to manage their behaviors and take responsibility for their actions and their health. In order for students to be successful they also need to become self-aware and understand where they are, where they have been and what they want to do. They will need to assess health risks and determine behaviors that will protect and promote health and reduce health risks. Specific skills include personal health and hygiene practices, first aid and safety procedures, avoiding threatening situations, and managing stress. The focus includes self-regulation so students will be able to do things by themselves, on their own, without help or reminders. Students will practice the skill of self-management using the following core content:</p> <p>Injury Prevention and Safety</p> <ul style="list-style-type: none">Helmets, seat belts.Shaken Baby <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none">Brain Health and impact of ATOD on developing brain.Practice positive alternatives to using ATOD.Identify the effects of ATOD on physical activity and performance. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none">Carry out personal and social responsibilities appropriately.Practice strategies to manage stress.Practice appropriate ways to respect and include others who are different from oneself.Describe the importance of managing one's emotions (self-regulation) and understanding emotional triggers.Demonstrate self-control when angry, frustrated, sad.	How do I practice health-enhancing behaviors and avoid or reduce health risks?	<p>7.8.1 Explain the importance of assuming responsibility for personal health behaviors.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others</p> <p>7.8.3 Demonstrate behaviors to avoid or reduce health risks to self and others.</p>	7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
Unit 2: Interpersonal Communication	This skill evaluates students’ ability to use interpersonal communication skills to enhance health behaviors. The quality of student responses may vary from low (providing little or no evidence of the ability to convey or exchange information, ideas, or beliefs about health) to high	How do I 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.	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.

	<p>(demonstrating the use of appropriate communication techniques to exchange information effectively). The focus is to increase the complexity of self-expression and introduce nonverbal communication, refusal, negotiation, and conflict resolution so students will be able to communicate effectively and appropriately with others. Students will practice the skill of interpersonal communication using the following core content:</p> <p>Growth, Development, and Sexual Health</p> <ul style="list-style-type: none">● Practice effective communications skills to prevent and avoid risky situations. <p>Injury Prevention and Safety</p> <ul style="list-style-type: none">● Explain the importance of immediately reporting a weapon that is found or is in the possession of peers.● Practice ways to resolve conflicts nonviolently. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none">● Use effective verbal communication skills to avoid situations where ATOD are being used.● Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use ATOD. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none">● Practice how to express thoughts, feeling, and ideas● Practice asking for help from trusted adults.● Describe how prejudice, discrimination, and bias can lead to violence.● Demonstrate ways to communicate respect for diversity.● Demonstrate the ability to use steps for conflict resolution.		<p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>4.8.3 Demonstrate effective conflict management or resolution strategies.</p> <p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p>	<p>4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.</p>
Unit 3: Analyzing Influences	<p>This skill evaluates students’ ability to analyze the influence of internal and external elements on health behavior. The quality of student responses may vary from low (little or no evidence that the student recognizes that internal and external factors influence personal, family, and community health) to high (responses that show evidence of an appreciation of the complexity of the influences and provide analysis of the factors affecting personal, family, and community health). The focus includes a deeper look at influences across multiple contexts and factors, and analyzing how those influences have an impact on actions and behaviors so that students will be able to identify what affects their choices and actions. Students will practice the skill of analyzing influences using the following core content:</p> <p>Growth, Development and Sexual Health</p> <ul style="list-style-type: none">● Discuss how the developing brain can influence emotions during adolescence.● Analyzes how media portrays preadolescent and adolescent roles in families, with peers, and how this portrayal affects choices. <p>Injury Prevention and Safety</p> <ul style="list-style-type: none">● Analyze the role of self and others in causing or preventing injuries.● Analyze influences on both safe and violent behaviors.● Analyze personal behaviors that may lead to injuries or cause harm. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none">● Describe internal influences that affect the use of ATOD.● Analyze how impaired judgment and other effects of using alcohol or drugs impact personal safety, relationships with friends and families, school success, and attainment of personal goals.● Explain how culture and media influence the use of ATOD under each Skill Standards column. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none">● Analyze the external and internal influences on mental, emotional, and social health.● Summarize feelings and emotions associated with loss and grief.	How do I analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors?	<p>2.8.1 Examine how the family influences the health of adolescents.</p> <p>2.8.3 Describe how peers influence healthy and unhealthy behaviors.</p> <p>2.8.5 Analyze how messages from media influence health behaviors.</p> <p>2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>	2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
Unit 4: Accessing Valid Health Information, Products and Services	<p>This skill evaluates students’ ability to access valid health information and health-promoting products and services. The quality of student responses may vary from low (little or no evidence that appropriate sources of health information have been accessed) to high (where the student provides considerable evidence that she or he understands what</p>	How do I 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.

	<p>considerations should apply when evaluating health information or selecting a health-related product or service). The focus includes finding and identifying valid information, products and services that students will be able to use to help them with health needs. Students will practice the skill of accessing information using the following core content:</p> <p>Nutrition and Physical Activity</p> <ul style="list-style-type: none">● Identify rules and laws intended to prevent injuries (Shaken Baby).● Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet. <p>Growth, Development, and Sexual Health</p> <ul style="list-style-type: none">● Demonstrates how to access accurate information regarding puberty. <p>Injury Prevention and Safety</p> <ul style="list-style-type: none">● Explain methods to reduce conflict, harassment, and violence.● Discuss safety issues related to Internet usage.● Describe how the presence of weapons increases the risk of serious violent injuries. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none">● Identify sources of valid information regarding ATOD.● Explain short and long term effects of alcohol, nicotine, inhalant, and other drug use.● Differentiate between the use and misuse of prescription and nonprescription medicines etc.● Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none">● Identify sources of valid information and services for getting help.● Discuss the importance of getting help from a trusted adult.● Describe the signs, causes and health effects of stress, loss and depression.● Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.● Describe the importance of being empathetic to individual differences, including people with disabilities.● Discuss the harmful effects of violent behaviors.		<p>3.8.2 Access valid health information from home, school, and community.</p>	
Unit 5: Goal Setting	<p>This skill evaluates students’ ability to use goal setting to enhance health. The quality of student responses may vary from low (showing little or no recognition of the need to set a goal) to high (showing reflection and a logical progression through a goal-setting process that results in a health-enhancing goal statement and plan). The focus is to elaborate on SMART goals so students can set a SMART goal and work to meet the goal. Students will practice the skill of goal setting using the following core content:</p> <p>Growth, Development and Sexual Health</p> <ul style="list-style-type: none">● Develop a plan to practice personal hygiene. <p>Injury Prevention and Safety</p> <ul style="list-style-type: none">● Develop a personal plan to remain safe and injury-free. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none">● Develop personal goals to remain drug-free. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none">● Make a plan to prevent and manage stress.● Describe how personal goals can be affected if violence is used to solve problems.● Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.	<p>How do I demonstrate the ability to use goal-setting skills to enhance health?</p>	<p>6.8.1 Assess personal health practices.</p> <p>6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.</p> <p>6.8.3 Apply strategies and skills needed to attain a personal health goal.</p>	<p>6.8.1 Assess personal health practices.</p>
Unit 6: Decision-Making	<p>This skill evaluates students’ ability to use decision making to enhance health. The quality of student responses may vary from low (showing little or no recognition of the need to make a decision) to high (showing reflection and a logical progression through a decision-making process that results in a health-enhancing decision). The focus is to apply steps of decision making and increase students’ levels of critical thinking so that they will be able to make choices to improve their health. Students will practice the skill of decision making using the following core content:</p>	<p>How do I demonstrate the ability to use decision making skills to enhance health?</p>	<p>5.8.1 Identify circumstances that can help or hinder healthy decision making.</p> <p>5.8.2 Determine when health-related situations require the application of a</p>	<p>5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.5 Predict the potential short term impact of each</p>

	<p>Injury Prevention and Safety</p> <ul style="list-style-type: none">● Use a decision making process to determine a safe course of action in risky situations.● Use a decision making process to determine appropriate strategies for responding to bullying and harassment.● Describe hazards related to sun, water, and ice. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none">● Analyze how decisions to use ATOD will affect relationships with friends and family.● Analyze the kinds of situations involving ATOD for which help from an adult should be requested.● Analyze the legal, emotional, social, and health consequences of using ATOD.● Identify positive alternatives to alcohol, nicotine, and other drug use.● Identify the benefits of a nicotine-free environment. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none">● Describe situations for which someone should seek help with stress, loss, and depression.● Compare and contrast being angry and angry behavior, and discuss the consequences.		<p>thoughtful decision making process.</p> <p>5.8.4 <i>Distinguish</i> between healthy and unhealthy alternatives to health-related issues or problems.</p> <p>5.8.5 <i>Predict</i> the potential short term impact of each alternative on self and others.</p> <p>5.8.6 <i>Choose</i> healthy alternatives over unhealthy alternatives when making a decision.</p> <p>5.8.7 <i>Analyze</i> the outcomes of a health-related decision.</p>	<p>alternative on self and others.</p>
Unit 7: Advocacy	<p>This skill evaluates students’ ability to advocate for personal, family, and community health. The quality of student responses may vary from low (shows little evidence of attempting to argue for a health-related position) to high (where the student provides complete responses showing evidence of audience awareness, conviction, and supporting reasons or information for a position that is health-enhancing). The focus is to extend advocacy efforts to large audiences and issues so that students will be able to use their voice and actions to keep themselves and others healthy. Students will practice the skill of advocacy using the following core content:</p> <p>Injury Prevention and Safety</p> <ul style="list-style-type: none">● Encourage others to practice safe behaviors. <p>Alcohol, Tobacco and Other Drugs</p> <ul style="list-style-type: none">● Practice effective persuasion skills for encouraging others not to use ATOD.● Explain the dangers of secondhand smoke. <p>Mental, Emotional and Social Health</p> <ul style="list-style-type: none">● Encourage a school environment that is respectful of individual differences.	<p>How do I demonstrate the ability to advocate for personal, family and community health?</p>	<p>8.8.1 <i>State</i> a health-enhancing position on a topic and support it with accurate information.</p> <p>8.8.2 <i>Demonstrate</i> how to influence and support others to make positive health choices.</p> <p>8.8.3 <i>Work</i> cooperatively to advocate for healthy individuals, families, and schools.</p> <p>8.8.4 <i>Identify</i> ways in which health messages and communication techniques can be altered for different audiences.</p>	