



Eighth Grade Health Education Curriculum Essentials Document



*Boulder Valley School District
Department of Curriculum and Instruction
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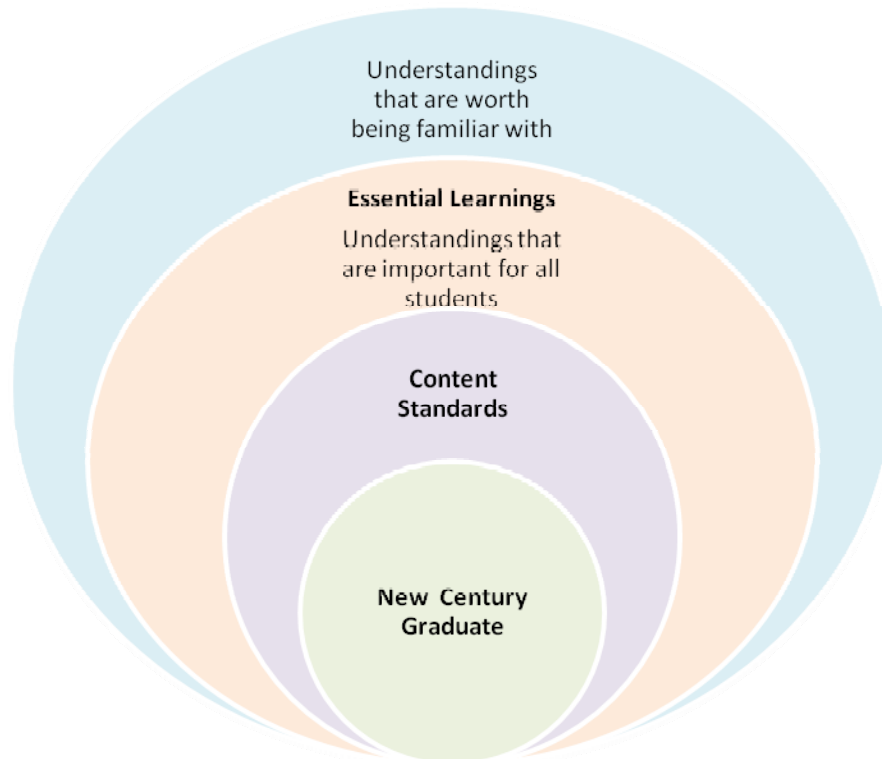
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Eighth Grade Health Education Curriculum Essentials

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General Introduction

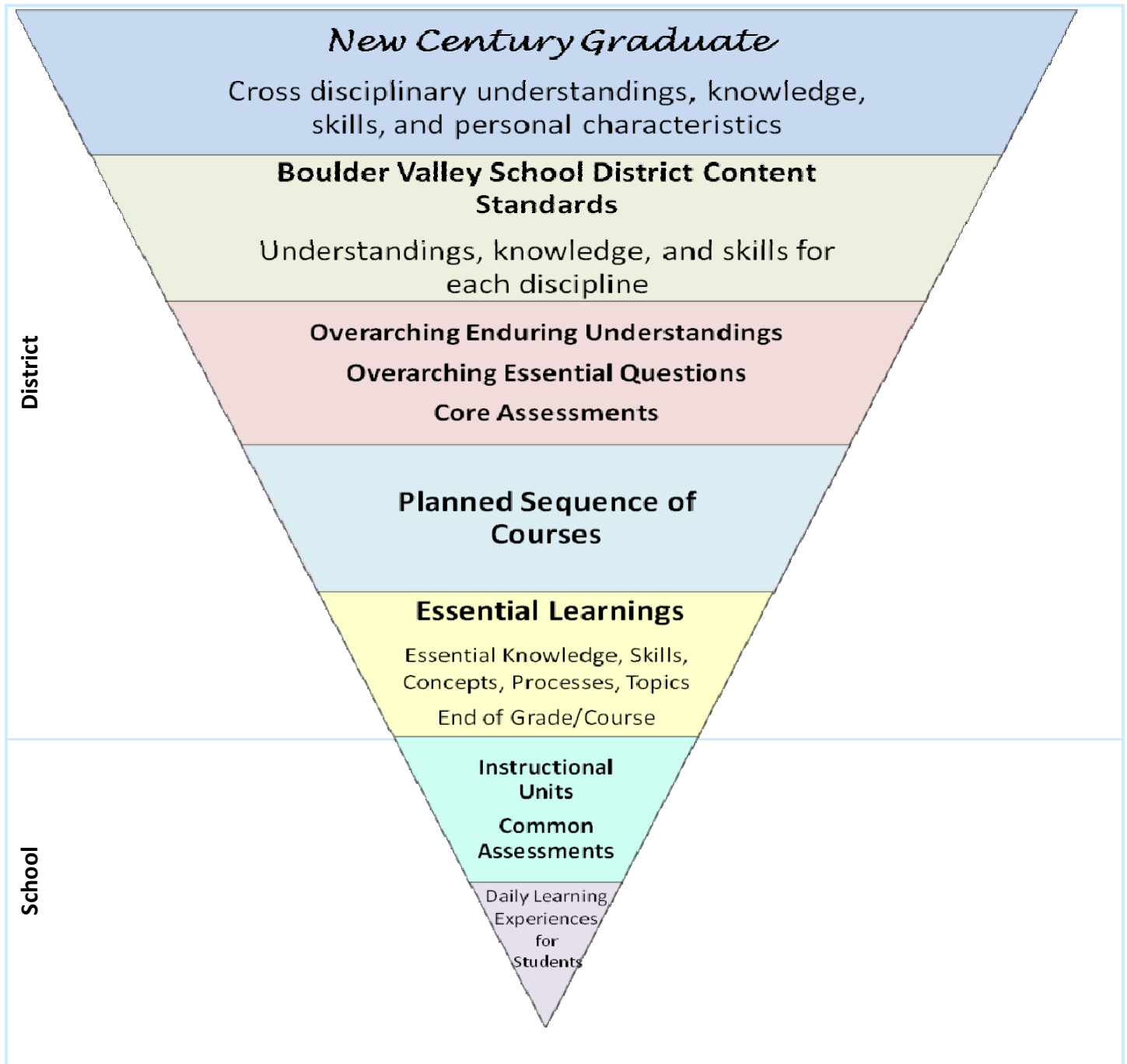
What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means for students' to attain this broader understanding and overall purpose of learning.



Adapted from Grant Wiggins and Jay McTighe (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 64.

New Century Graduate Knowledge and Skills

Life Competencies

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

Communication: Speaking and Writing

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

Multicultural/Global Perspective

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

Literacy: Reading

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

Mathematics

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

History

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

Science

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

Arts

Experiences and appreciates music, visual arts, dance and theater.

New Century Graduate Personal Characteristics



Respect for Others (Values Others)

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

Initiative and Courage

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

Citizenship

Understands his or her role and responsibilities and contributes to the community, nation, and world.

Responsibility

Takes responsibility for own thoughts and actions, accepting the consequences.

Ethical Behavior

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

Flexibility and Open Mindedness

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

Self-respect

Possesses self-respect and confidence, while recognizing one's own limitations.

What are Enduring Understandings and Essential Questions?

Enduring understandings are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

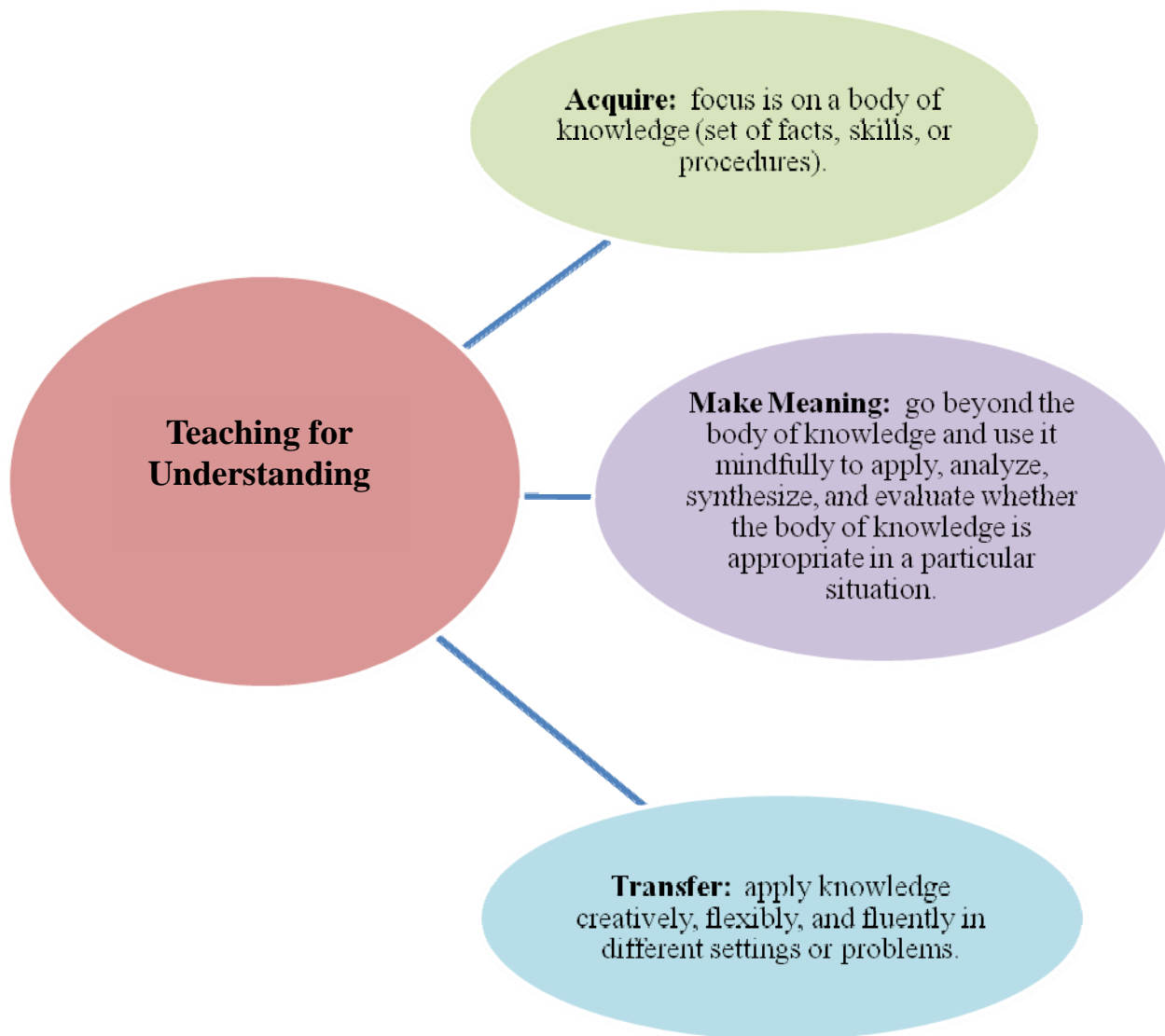
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

Essential questions provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



What Does it Mean to Understand?

Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

Explanation

- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

What Does it Mean to Understand? (continued)

Application

- use information, methods, concepts, theories in new situations and diverse, realistic contexts
- *Question Cues:* apply, demonstrate, calculate, complete, show, solve, change, create, translate, employ, interpret, illustrate, adapt, debug, invent, perform, solve, test

Perspective

- critical and insightful points of view making assumptions and implications explicit
- create new theories, stories, or applications
- *Question Cues:* analyze, argue, compare, contrast, criticize, infer

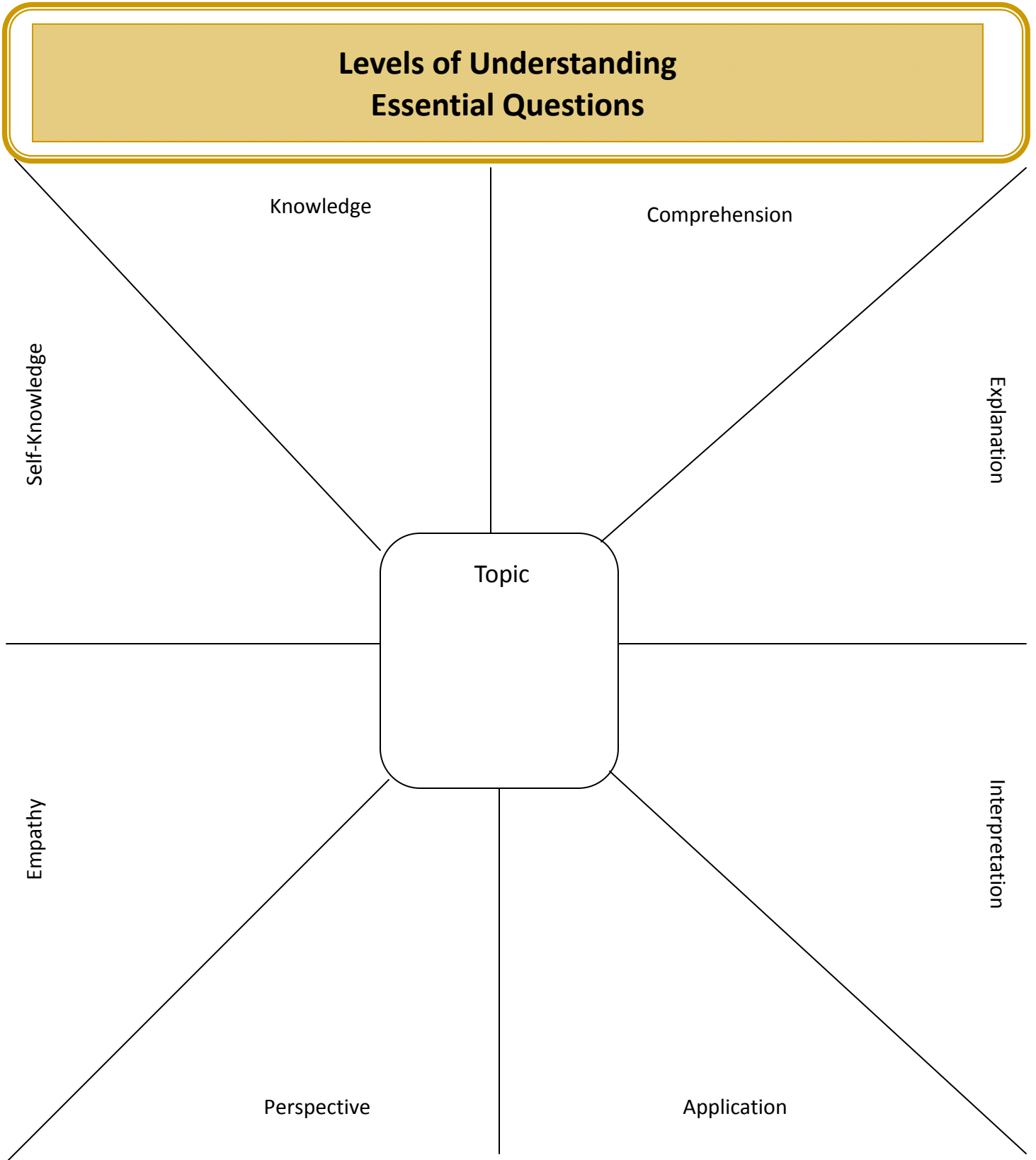
Empathy

- view a situation from another's point of view or feelings
- find meaning in the experiences or ideas of others
- *Question Cues:* assume the role of, believe, be like, consider, be open to, imagine, relate, role-play

Self-Knowledge

- self-consciously question our ways of seeing the world beyond ourselves
- look beyond simplistic categories to see unexpected differences, idiosyncrasies, or surprises in people and ideas
- *Question Cues:* be aware of, realize, recognize, reflect, self-assess

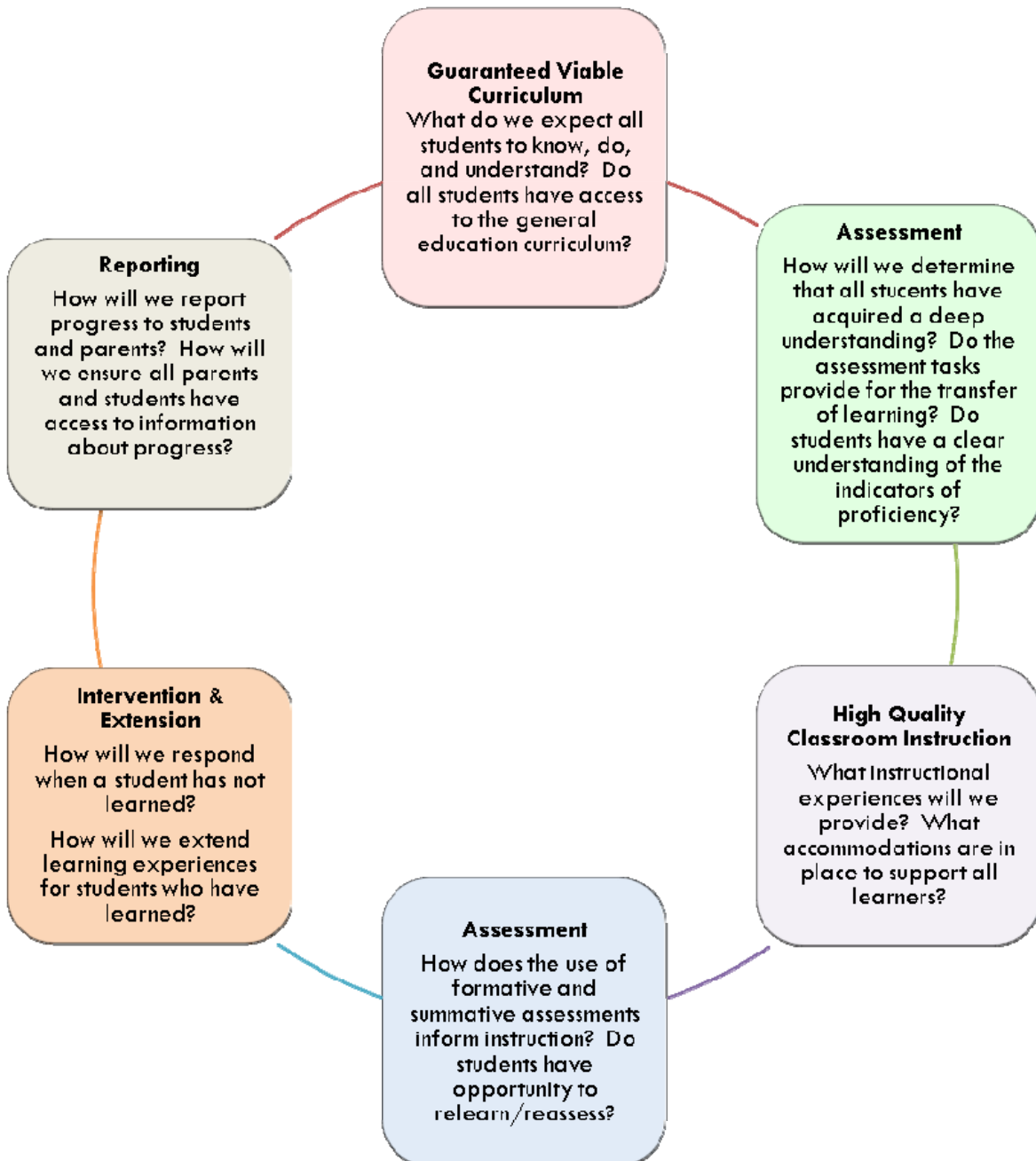
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Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



Characteristics of a Boulder Valley School District Standards-based Classroom

Curriculum

All Students Have Access to the General Education Curriculum

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

Instruction

Quality Instruction Demands Student-Teacher Collaboration in the Learning Process

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

Characteristics of a Boulder Valley School District Standards-based Classroom

Assessment

Assessments are Tightly Aligned to the Standards

- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

Learning Environment

A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

Secondary Health Education Essential Learnings

Seventh Grade

- ☒ Identifies and practices health enhancing personal care habits and disease prevention strategies
- ☒ Understands connections between nutrition, healthy food choices, and wellness
- ☒ Analyzes internal and external influences on wellness
- ☒ Uses reading and writing skills to inquire, think critically, and apply health concepts to new situations
- ☒ Describes and demonstrates healthy ways of managing emotions and stress
- ☒ Analyzes internal and external influences on mental health/emotional wellness
- ☒ Identifies types of violence and the impact of violence on individuals and society as a whole
- ☒ Applies strategies and skills related to violence awareness, harassment, and bullying
- ☒ Identifies causes and effects of substance use, as well as strategies to prevent use of tobacco, alcohol, and other drugs
- ☒ Analyzes influences on individuals' use of tobacco, alcohol, and other drugs
- ☒ Identifies physical, emotional, and social changes that take place during puberty and adolescence and the impact of these changes on individuals' behaviors and relationships
- ☒ Identifies human and sexual reproductive anatomy and strategies to maintain sexual and reproductive health
- ☒ Understands gender identity and sexual orientation terminology and the role of respectful, inclusive language in promoting an environment free of bias and discrimination

Secondary Health Education Essential Learnings

Eighth Grade

- ☒ Identifies and practices health enhancing personal care habits and disease prevention strategies
- ☒ Accesses valid health information and analyzes influences on personal wellness decisions
- ☒ Uses reading and writing skills to inquire, think critically, and apply health concepts in new situations
- ☒ Demonstrates healthy ways to manage emotions and stress, and uses effective communication skills to build and sustain relationships
- ☒ Identifies common mental disorders, their symptoms, and strategies to prevent/treat mental illness
- ☒ Analyzes influences on mental health and emotional wellness
- ☒ Identifies types of violence, examines the causes of violence, and explores the impact of violence on individuals and society as a whole
- ☒ Identifies and defines various forms of sexual violence
- ☒ Analyzes influences on violent behavior and identifies strategies to reduce violence
- ☒ Identifies various classifications of tobacco, alcohol, and other drugs, and risks associated with substance use
- ☒ Analyzes influences on use of tobacco, alcohol, and other drugs
- ☒ Identifies different forms of relationships and strategies to build and maintain them
- ☒ Understands gender identity and sexual orientation terminology and the role of respectful, inclusive language in promoting an environment free of bias and discrimination
- ☒ Identifies sexual risk behaviors, common sexually transmitted infections, and their symptoms

Secondary Health Education Essential Learnings

High School

- ☒ Distinguishes between wellness behaviors and risk behaviors
- ☒ Identifies and practices health enhancing personal care habits and disease prevention strategies
- ☒ Analyzes influences on wellness decisions and practices health enhancing behaviors
- ☒ Uses reading and writing skills to inquire, think critically, and apply health concepts in new situations
- ☒ Demonstrates healthy ways to manage emotions and stress and identifies strategies to build self-esteem
- ☒ Examines various mental disorders and strategies to support mental health and emotional wellness
- ☒ Accesses valid information regarding mental health and emotional wellness
- ☒ Analyzes internal and external influences on mental health and emotional wellness
- ☒ Uses interpersonal communication skills to enhance mental health and emotional wellness
- ☒ Identifies current societal trends with regard to violent behaviors and evaluates strategies to prevent violence
- ☒ Identifies forms of sexual violence and analyzes their impact on individuals and society
- ☒ Analyzes influences on violence and violence awareness
- ☒ Advocates for self and others with regard to violence awareness
- ☒ Identifies various classifications of tobacco, alcohol, and other drugs, and risks associated with substance use
- ☒ Analyzes influences on use of tobacco, alcohol, and other drugs
- ☒ Sets goals and makes health enhancing choices regarding use of tobacco, alcohol, and other drugs
- ☒ Advocates for self and others with regard to preventing use of tobacco, alcohol, and other drugs
- ☒ Identifies human sexual and reproductive anatomy and strategies to maintain sexual and reproductive health
- ☒ Identifies various types of relationships, feelings and behaviors that define relationships, and strategies to maintain personal boundaries
- ☒ Understands gender identity and sexual orientation terminology and the role of respectful, inclusive language in promoting an environment free of bias and discrimination
- ☒ Identifies sexual risk behaviors, situations that could lead to pressure to engage in sexual activity, and common sexually transmitted infections and their symptoms
- ☒ Analyzes influences on decisions regarding sexual and reproductive health

Design Templates

Unit Design Template

Desired Results	
BVSD Standard(s)/Essential Learnings	
Unit Enduring Understandings	Unit Essential Questions
Students will know.....	Students will be able to.....
Assessment Evidence	
Performance/Transfer Tasks	Other Evidence
Rubric	Student Self-Assessment and Reflection

Unit Design Template (continued)

Learning Plans

Learning Activities

Materials

Accommodations

Technology Integration

Unit Design Template

Essential Learning:

Assessment:

Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

Curriculum Map

	August	September	October	November	December
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

	January	February	March	April	May
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

Curriculum Map

Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/ Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

Curriculum Map

Unit:

Timing:

Essential Questions

Standards/Essential Learnings

Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

Curriculum Map

Unit:

Timing:

Standards/Essential Learnings	
Enduring Understandings	Assessment
Essential Questions	Knowledge and Skills
	Learning Activities
	Accommodations
	Materials

Curriculum Glossary of Terms

Anchor	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
Assessment	Assessment refers to the act of determining a value or degree.
Authentic assessment	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
Backward Design	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
Benchmark	Clearly demarcated progress points that serve as concrete indicators for a standard.
Big Idea	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
Concept	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
Content Standard	A content standard answers the question, “What a student should know, do or understand?”
Curriculum	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
Curriculum Implementation	Curriculum implementation is putting the curriculum into place.
Curriculum Mapping	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
Enduring Understanding	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

Curriculum Glossary of Terms (continued)

Essential Learnings	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
Essential Question	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and uncoverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
Essential Topics, Skills, Processes, Concepts	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
Formative assessment	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
Guaranteed Viable Curriculum	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
Learning Activities	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
Performance Task	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
Prerequisite knowledge and skill	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

Curriculum Glossary of Terms (continued)

Processes	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
Product	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
Rubric	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
Scope and Sequence	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
Strategies	Strategies are procedures, methods, or techniques to accomplish an essential learning.
Summative assessment	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.

Eighth Grade Health Education Curriculum Essentials



Health Education Background

Purpose

The Boulder Valley School District Health Education Content Standards were created through extensive input from educators, students, parents, and community members throughout the school district. Guidance and direction were provided by the *National Health Education Standards: Achieving Health Literacy* (1995) and the *Wyoming Department of Education Health Content and Performance Standards* (2002).

Health education has specific content and skills that are crucial for students to know, understand, and be able to do in order to achieve and maintain optimal health and minimize negative health behaviors. Health education skills focus heavily on personal behaviors used in real-world interactions both inside and outside the school setting and throughout life. These skills include knowledge acquisition, problem-solving, decision-making, goal setting, interpersonal communication and resistance skills, and understanding the consequences of health decisions. Student development in these areas is a major goal of the BVSD comprehensive health education program and foregrounds teachers' thinking in terms of planning, instruction, and assessment at all levels.

Health education is unique in that it typically occurs in multiple arenas throughout the school setting. Students learn about health concepts in other classes such as science, social studies, and physical education as well as from other school service providers such as nutrition services professionals, counselors, and school nurses. These learning experiences can occur in structured class settings or through observation of and learning from adult examples. Ultimately, for health and well-being to be impacted in the greatest manner, health

education and health promotion efforts need to be integrated and coordinated throughout the school, community, and home environments.

Boulder Valley School District Health Education Content Standards

Health Education Standard 1

Students will build health skills and knowledge in the area of physical wellness.



Health Education Standard 2

Students will build health skills and knowledge in the area of mental health/emotional wellness.

Health Education Standard 3

Students will build health skills and knowledge in the area of violence awareness.

Health Education Standard 4

Students will build health skills and knowledge in the area of substance use, abuse, and addiction.

Health Education Standard 5

Students will build health skills and knowledge in the area of human growth and development/human sexuality.

Health Education Overarching Enduring Understanding and Essential Questions

Overarching Enduring Understanding

- Personal health care habits and hygiene practices prevent disease and enhance overall wellness.
- Accurate nutrition information and healthy food choices contribute to overall wellness.
- Mental and emotional health impacts peoples' overall well-being.
- Effective communication skills enhance overall wellness and reduce health risks.
- Managing one's emotions and developing mediation/ conflict resolution skills decreases bullying and other violent behaviors.
- Everyone has unique abilities and aptitudes.
- Awareness of one's surroundings and protecting one's personal space promotes personal safety.
- Practicing and adopting safe behaviors reduces the likelihood of accidents and injury.
- Use of tobacco, alcohol, and other drugs negatively impact overall wellness and may lead to other risky health behaviors.
- Accessing and evaluating health information, products, and services improves a person's ability to make healthy decisions and enhances one's quality of life.
- Individuals express their sexuality in ways that are healthy and life affirming.
- Understanding physical, mental, and emotional changes that occur during puberty facilitates the transition from childhood to adolescence.
- Individuals embrace diversity as contributing members of a larger community.

Overarching Essential Question

- What is health and wellness?
- What knowledge, skills, and behaviors contribute to a healthy lifestyle and promote optimal wellness?
- What factors influence my health-related behaviors and decisions?
- How do my health-related behaviors reflect my personal choices?
- What information and skills do I need to effectively resolve conflict and mediate disputes?
- How does effective interpersonal communication contribute to healthy relationships and overall wellness?
- How do a person's unique abilities and aptitudes contribute to the good of the larger community?
- Why is the ability to access valid health information a critical skill, and where can I access accurate information?
- What knowledge, skills, and behaviors contribute to personal safety?
- How do I protect myself and others from accidents and injuries?

Boulder Valley School District Health Education Content Standards and Eighth Grade Essential Learnings

Health Education Standard 1: *Students will build health skills and knowledge in the area of physical wellness.*

To meet this standard, an Eighth Grade student:

- √ Identifies and practices health enhancing personal care habits and disease prevention strategies
- √ Accesses valid health information and analyzes influences on personal wellness decisions
- √ Uses reading and writing skills to inquire, think critically, and apply health concepts in new situations

Health Education Standard 2: *Students will build health skills and knowledge in the area of mental health/emotional wellness.*

To meet this standard, an Eighth Grade student:

- √ Demonstrates healthy ways to manage emotions and stress, and uses effective communication skills to build and sustain relationships
- √ Identifies common mental disorders, their symptoms, and strategies to prevent/treat mental illness
- √ Analyzes influences on mental health and emotional wellness

Health Education Standard 3: *Students will build health skills and knowledge in the area of violence awareness.*

To meet this standard, an Eighth Grade student:

- √ Identifies types of violence, examines the causes of violence, and explores the impact of violence on individuals and society as a whole
- √ Identifies and defines various forms of sexual violence
- √ Analyzes influences on violent behavior and identifies strategies to reduce violence

Health Education Standard 4: *Students will build health skills and knowledge in the area of substance use, abuse, and addiction.*

To meet this standard, an Eighth Grade student:

- √ Identifies various classifications of tobacco, alcohol, and other drugs, and risks associated with substance use
- √ Analyzes influences on use of tobacco, alcohol, and other drugs

Health Education Standard 5: *Students will build health skills and knowledge in the area of human growth and development/human sexuality.*

To meet this standard, an Eighth Grade student:

- √ Identifies different forms of relationships and strategies to build and maintain them
- √ Understands gender identity and sexual orientation terminology and the role of respectful, inclusive language in promoting an environment free of bias and discrimination
- √ Identifies sexual risk behaviors, common sexually transmitted infections, and their symptoms
- √ Analyzes influences on sexual behaviors and decision making

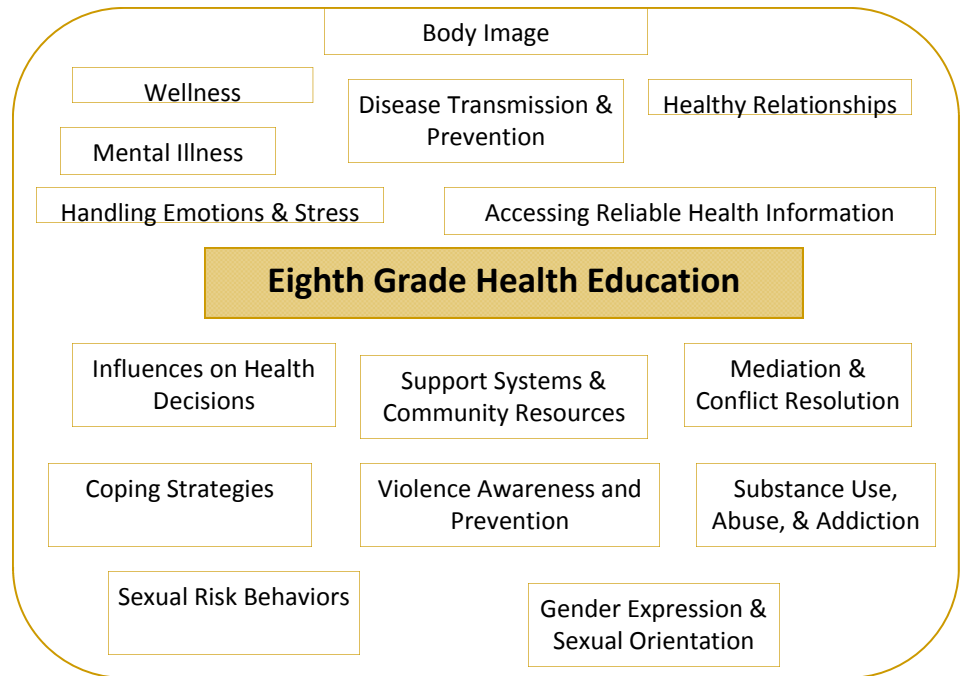
BVSD Eighth Grade Health Education Overview

Course Description

Health education in eighth grade is based on developing skills in relation to age appropriate health topics. By developing skills related to effectively accessing health resources, communicating, analyzing peer and media influences, goal setting, decision making, and health advocacy, students in BVSD will be able to achieve and maintain optimal wellness.

Effective Components of an Eighth Grade Health Education Program

- Students receive adequate instructional time to meet health standards.
- Health instruction, content, and skill development is age appropriate for students.
- Health instruction bridges the cognitive, affective, and psychomotor domains of learning.
- Health education is addressed collaboratively within the broader context of school and community experiences and connected with other relevant content areas.
- Instruction in health education is scientifically accurate, inclusive, non-biased, and exhibits cultural proficiency.



Assessment

- √ Observation
- √ Participation
- √ Performance Tasks
- √ Rubrics
- √ Conferencing
- √ Portfolio
- √ Growth Over Time

Essential Questions

- What knowledge, skills, and behaviors contribute to a healthy lifestyle and promote optimal wellness?
- How do my health related behaviors reflect my personal choices?
- Why is the ability to access valid health information a critical skill and where can I access accurate information?
- What knowledge, skills, and strategies can I use to effectively resolve conflicts and mediate disputes?
- What are healthy ways of managing emotions and stress?
- How can individuals and community organizations identify potentially violent situations and contribute to ending the cycle of violence?
- What influences individuals to use tobacco, alcohol, and other drugs?
- What strategies are effective in preventing use of tobacco, alcohol, and other drugs?
- What developmental changes occur during puberty and adolescence?
- What strategies and behaviors promote optimal sexual and reproductive health?

Technology Integration & Information Literacy

- ① Formulates research questions about health
 - ① Accesses school library, teacher-librarian teacher web pages and other information or digital resources
 - ① Recognizes inaccurate and misleading information
 - ① Cites and use information sources appropriately
 - ① Respects others by doing their own work
 - ① Effectively demonstrates online searching techniques
 - ① Implements techniques for safe Internet use
 - ① Integrates available technology resources
 - ① Uses technology responsibly and safely
- For information about available core software, relevant web resources, and other integration activities please visit <http://bvsd.org/iteach/integration>

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 1

Students will build health skills and knowledge in the area of physical wellness.

Enduring Understandings

Personal health care habits prevent disease and enhance overall wellness.

Accessing valid health information, products, and services improves one’s ability to make health enhancing choices and improves one’s quality of life.

Essential Questions

What knowledge, skills, and behaviors contribute to a healthy lifestyle and promote optimal wellness?

What factors influence my health-related behaviors and decisions?

How do my health-related behaviors reflect my personal choices?

Why is the ability to access valid health information a critical skill and where can I access accurate information?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H1	Identifies and practices health enhancing personal care habits and disease prevention strategies
	a	Defines the terms health and wellness
	b	Describes how to care for piercings (ears, naval, tongue, eyebrow, nose, etc.)
	c	Describes the effect of puberty and adolescence on sleep patterns
	d	Describes the effect of sleep deprivation on physical and mental/emotional well-being
	e	Identifies valid sources of information on diseases and disease prevention
	f	Describes the importance of individual responsibility and personal choice in achieving and maintaining optimal wellness
	g	Demonstrates how to ask questions of health care providers
	h	Devises strategies to reduce the risk of disease transmission
	i	Identifies potential short-term and long-term effects of diseases

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 1 (continued)

Students will build health skills and knowledge in the area of physical wellness.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H2	Accesses valid health information and analyzes influences on personal wellness decisions
		a Analyzes how cultural factors affect measures taken to prevent disease
		b Describes the impact of peers, family, media, and other sources of information on health related decisions
		c Evaluates the credibility, reliability, and validity of health resources and information
		d Locates and evaluates valid resources for information on disease and disease prevention
		e Analyzes media messages about healthy body weight/body image and identifies myths and fads regarding weight loss methods
		f Identifies BVSD, Boulder County and other resources for help in dealing with body image issues
		g Creates short-term and long-term goals for achieving and maintaining optimal wellness and preventing disease
	8H3	Uses reading and writing skills to inquire, think critically, and apply health concepts in new situations
		a Recognizes key academic words relevant to health
		b Uses the key features of informational text to construct meaning
	c Applies reading and writing skills to the investigation of key health concepts	

Key Academic Vocabulary: body image, disease transmission, health, healthy body weight, piercings, puberty, sleep deprivation, sleep patterns, wellness

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 2

Students will build health skills and knowledge in the area of mental health/emotional wellness.

Enduring Understandings

Effective communication skills enhance the capacity to create and sustain relationships, manage conflicts and deal with strong emotions, and contribute to overall wellness.

Everyone has unique abilities and aptitudes.
Mental illnesses are identifiable and treatable.

Essential Questions

What information and skills do I need to effectively resolve conflicts and mediate disputes?

How do individuals’ unique abilities and aptitudes contribute to the good of the larger community?

What are healthy ways of managing emotions and stress?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H4	Demonstrates healthy ways to manage emotions and stress, and uses effective communication skills to build and sustain relationships
	a	Describes characteristics of and behaviors exhibited in healthy relationships vs. those in unhealthy relationships
	b	Describes how language and actions can help or hurt friendships
	c	Describes how/when to talk with someone about whom you are concerned
	d	Uses language that is inclusive and non-biased
	e	Demonstrates healthy “self-talk” for mental and emotional health
	f	Practices strategies for dealing with difficult emotions
	g	Develops a plan for managing stress and new challenges presented by the transition to high school
	h	Identifies the wide range of emotions people feel and describes healthy ways to express them

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 2 (continued)

Students will build health skills and knowledge in the area of mental health/emotional wellness.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H5	Identifies common mental disorders, their symptoms, and strategies to prevent/treat mental illness
	a	Identifies types and symptoms of mental disorders from a variety of categories of mental illness (anxiety disorders, eating disorders, and mood disorders)
	b	Analyzes emotional issues that lead to eating disorders and the treatment required for a healthy recovery
	c	Describes anxiety disorders (phobias, OCD, and PTSS/PTSD)
	d	Describes eating disorders (anorexia nervosa, bulimia nervosa, and binge eating disorder)
	e	Describes mood disorders (depression, bipolar depression, seasonal affective disorder, premenstrual dysphoric disorder)
	f	Defines depression and identifies causes, symptoms, prevention, and treatment
	g	Describes warning signs of suicide and essential responses to warning signs
	h	Defines self-injury, describes the emotional issues that lead to self-injury, and coping skills needed to stop self-injury
	i	Describes methods for early intervention of mental illness in self or others
	j	Identifies support resources and clinical services available to youth/families regarding relationships and mental/emotional health concerns
	k	Promotes communication between students, parents, and teachers about mental health and emotional wellness issues and prevention strategies

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 2 (continued)

Students will build health skills and knowledge in the area of mental health/emotional wellness.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H6	Analyzes influences on mental health and emotional wellness	
	a	Identifies negative coping strategies portrayed in the media (substance use, eating, sex)	
	b	Analyzes the influence of media, family, and peers on messages surrounding body image and eating disorders	
	c	Analyzes the role of tobacco, alcohol and other drugs on mental health and emotional wellness	
	d	Describes emotional changes and challenges encountered in high school and identifies strategies to address those challenges	

Key Academic Vocabulary: anorexia nervosa, bipolar depression, bulimia nervosa, depression, disorder, emotions, friendships, inclusive, non-biased, obsessive compulsive disorder (OCD) phobias, post-traumatic stress syndrome (PTSS), post-traumatic stress disorder (PTSD), premenstrual dysphoric disorder (PMDD), relationships, seasonal affective disorder, self-injury, self-talk

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 3

Students will build health skills and knowledge in the area of violence awareness.

Enduring Understandings

Violence takes many forms and impacts individuals and society as a whole.

Awareness of one’s surroundings and protecting one’s personal space promotes personal safety.

Managing one’s emotions and developing mediation/ conflict resolution skills decreases bullying and other violent behaviors.

Essential Questions

How can individuals and community organizations identify potentially violent situations and contribute to ending the cycle of violence?

What knowledge, skills, and behaviors contribute to personal safety?

What knowledge, skills, and strategies can I use to effectively resolve conflicts and mediate disputes?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H7	Identifies types of violence, examines the causes of violence, and explores the impact of violence on individuals and society as a whole
	a	Identifies various types of violence (bullying, sexual harassment, child abuse, incest, domestic violence, animal violence)
	b	Identifies various types of bullying (verbal, sexual, emotional, social)
	c	Describes the roles in bullying (bully, victim/target, bystander)
	d	Describes prevention and intervention strategies with respect to bullying,
	e	Analyzes current statistics and societal trends with respect to violence (YRBS data)
	f	Identifies causes of violence
	g	Identifies feelings and describes behaviors that can lead to violence (jealousy, coercion, selfishness, obsession, neediness, control, manipulation, aggression)
	h	Understands school policies on bullying and violence prevention
	i	Describes how to report suspected plans for school violence
	j	Demonstrates how to set boundaries and avoid risky situations that could lead to violence
	k	Describes potential short-term and long-term effects of violence

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 3 (continued)

Students will build health skills and knowledge in the area of violence awareness.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H8	Identifies and defines various forms of sexual violence
	a	Defines sexual harassment
	b	Understands the right of all individuals to live in safe and harassment-free
	c	Explains strategies to reduce the risk of sexual harassment and how to report sexual harassment
	d	Defines sexual assault
	e	Distinguishes between sexual harassment and sexual assault
	f	Analyzes potential impacts and effects of sexual assault
	g	Explains ways to reduce the risk of sexual assault
	h	Identifies school policies/procedures and community resources to assist in reporting sexual assault
	i	Defines and provides examples of dating violence
	j	Describes early warning signs of dating violence
	k	Analyzes potential impacts and effects of dating violence
	l	Explains ways to reduce the occurrence of dating violence
m	Describes how to report sexual and dating violence	

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 3 (continued)

Students will build health skills and knowledge in the area of violence awareness.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H9	Analyzes influences on violent behavior and identifies strategies to reduce violence
		a Analyzes the societal causes of sexual violence and dating violence
		b Analyzes the influence of peer groups and families on violence
		c Demonstrates verbal and nonverbal communication and resistance skills to reduce risk in potentially unsafe or violent situations
		d Explains how attitudes create barriers in preventing violence
		e Describes how opinions and ideas about sexual harassment, sexual assault and dating abuse/violence influence behaviors
		f Describes how to help a friend who has experienced sexual harassment, sexual assault or dating violence
		g Identifies and describes effective methods to reduce violence at school and promote a safe school setting

Key Academic Vocabulary: animal violence, assault, boundary, bully, bullying, bystander/victim, child abuse, coercion, dating violence, domestic violence, incest, obsession, sexual harassment, target, Youth Risk Behavior Survey (YRBS)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 4

Students will build health skills and knowledge in the area of substance use, abuse, and addiction.

Enduring Understandings

Use of tobacco, alcohol, and other drugs is a choice, and is impacted by both internal and external influences.
 Use of tobacco, alcohol, and other drugs negatively impacts overall wellness and may lead to other risky health behaviors

Essential Questions

How do my health related behaviors reflect my personal choices?
 What risks and consequences are associated with use of tobacco, alcohol, and other drugs?
 What strategies are effective in preventing use of tobacco, alcohol, and other drugs?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H10	Identifies various classifications of tobacco, alcohol, and other drugs, and risks associated with substance use
		a Defines substance use, abuse, and addiction
		b Identifies and describes various groups of drugs (gateway drugs, club drugs, over the counter drugs, prescription drugs)
		c Identifies and describes potential short-term and long-term risks and consequences of substance use, misuse, abuse, and addiction (physical, mental/emotional, social, legal, and financial)
		d Identifies and describes various classifications of tobacco products (cigarettes, kreteks, bidis, hookah, cigars, spit tobacco, liquid tobacco)
		e Identifies and describes various classifications of alcohol products (beer, wine, spirits)
		f Identifies and describes various classifications of drugs (stimulants, depressants, opiates, marijuana, hallucinogens, inhalants, designer drugs)
		g Identifies evaluates tobacco cessation strategies, products, and programs
		h Identifies and evaluates treatment and rehabilitation programs for alcohol and other drug dependency
		i Demonstrates strategies for getting help and staying safe in alcohol, tobacco, or other drug risk situations (calling someone for a ride home, carrying money for cab fare)

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 4 (continued)

Students will build health skills and knowledge in the area of substance use, abuse, and addiction.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H11	Analyzes influences on use of tobacco, alcohol, and other drugs
	a	Describes the influence of potential legal consequences on decisions about tobacco, alcohol, and other drug use
	b	Analyzes the effect of media on the use of tobacco, alcohol, and other drugs
	c	Identifies and analyzes social norms about use of tobacco, alcohol, and other drugs
	d	Analyzes the impact of communication skills and refusal strategies with respect to use of tobacco, alcohol, and other drugs

Key Academic Vocabulary: beer, bidis, cessation, cigarettes, cigars, club drugs, depressants, designer drugs, gateway drugs, hookah, inhalants, kreteks, liquid tobacco, marijuana, hallucinogens, opiates, over the counter medications, refusal strategies, rehabilitation, spirits, spit tobacco, stimulants, wine

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 5

Students will build health skills and knowledge in the area of human growth and development/human sexuality

Enduring Understandings

Various types of relationships exist and personal boundaries define these relationships
 Accessing valid sexual health information, products, and services improves one’s ability to make health enhancing choices and improves one’s quality of life.
 Individuals express their sexuality and gender identity in ways that are healthy and life affirming?

Essential Questions

How do people interact with one another and how do relationships change during puberty and adolescence?
 What strategies and behaviors promote optimal sexual and reproductive health?
 Why is the ability to access valid health information a critical skill, and where can I access accurate information?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H12	Identifies various types of relationships and strategies to build and maintain them
		a Understands healthy relationships in terms of friendship, intimacy, respect, and sexual boundaries
		b Identifies BVSD and community resources that provide information regarding characteristics of healthy relationships and strategies to build and maintain them

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 5 (continued)

Students will build health skills and knowledge in the area of human growth and development/human Sexuality.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H13	Understands gender identity and sexual orientation terminology and the role of respectful, inclusive language in promoting an environment free of bias and discrimination
	a	Defines and understands gender expression terminology
	b	Defines and understands sexual orientation spectrum terminology
	c	Identifies stereotypes about sexual orientation and gender expression
	d	Analyzes language and labels associated with sexual orientation and gender expression
	e	Identifies the periods throughout life in which gender expression and sexual orientation develop
	f	Identifies BVSD and valid community resources and support services related to sexual orientation and gender expression
	g	Demonstrates respectful communication and appropriate interactions regarding issues of sexual orientation and gender expression
	h	Understands the importance of respecting and advocating for the rights of self and others
	i	Identifies educational and prevention strategies that support a school environment free of sexism, and gender and sexual orientation stereotypes

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 5 (continued)

Students will build health skills and knowledge in the area of human growth and development/human sexuality.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H14	Identifies sexual risk behaviors, common sexually transmitted infections, and their symptoms
	a	Defines abstinence and understands the role it plays in maintaining health and wellness
	b	Explains the continuum of sexual risk behaviors
	c	Describes various methods of contraception and birth control and understands the efficacy of each
	d	Analyzes potential consequences of unintended pregnancy
	e	Understands classifications, transmission, symptoms, effects, and efficacy of risk reduction methods of sexually transmitted infections
	f	Identifies methods of transmission, symptoms, care, treatment, and risk reduction of HIV/AIDS, hepatitis, and STI's
	g	Identifies the sexually transmitted infections (STI's) most prevalent in adolescents
	h	Identifies valid sources of information on STI and pregnancy prevention
	i	Identifies community resources for STI prevention, testing, counseling, and treatment
j	Understands Colorado State statute about the age of consent for sexual contact	

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Health Education Standard 5 (continued)

Students will build health skills and knowledge in the area of human growth and development/human sexuality.

Essential Knowledge, Skills, Topics, Processes, and Concepts	8H15	Analyzes influences on sexual behaviors and decisions
	a	Analyzes the messages given to young people about sexuality in media and other sources
	b	Analyzes the images portrayed and the messages given about sexual orientation and gender expression in media and other sources
	c	Describes the potential impact of alcohol and other drugs on sexual decision-making

Key Academic Vocabulary: age of consent, contraception, discrimination, gender, gender expression, gender identity, HIV/AIDS, intimacy, relationships, risk behaviors, sexism, sexual orientation, sexual orientation spectrum, sexually transmitted infections (STI's)

Suggested Timelines

Topic	Suggested Timeline
Physical Wellness	1 weeks
Mental Health/Emotional Wellness	1 weeks
Violence Awareness	2weeks
Substance Use, Abuse, & Addiction	1 weeks
Human Growth & Development/Human Sexuality	2 weeks

Health Scope & Sequence

BVSD Health Content Standard	K	1	2	3	4	5	7	8	10
Physical Health & Wellness									
Physical Activity	X	X	X	X	X		X		X
Hygiene	X		X			X	X		X
Nutrition		X	X	X	X	X	X		X
Sleep				X	X			X	X
Dental Health	X	X	X						
Disease Prevention * Infectious	X	X				X	X	X	X
Disease Prevention * Non-infectious						X	X	X	X
Body Art								X	X
Mental Health/Emotional Wellness									
Communication Skills	X	X	X	X	X	X	X	X	X
Understanding Feelings & Managing Emotions	X	X	X	X	X	X	X	X	X
Stress Management & Coping Skills			X		X	X	X	X	X
Relationships & Being Connected	X	X	X	X	X	X	X	X	X
Self-Esteem & Peer Pressure	X	X	X	X	X	X	X	X	X
Mental Illness								X	X
Violence Awareness									
Causes of Violence			X	X			X	X	X
Types of Violence	X	X	X	X	X	X	X	X	X
Bullying & Harassment	X	X	X	X	X	X	X	X	X
Violence Prevention	X	X	X	X	X	X	X	X	X
Weapons				X					

Health Scope & Sequence (continued)

BVSD Health Content Standard	K	1	2	3	4	5	7	8	10
Substance Use, Abuse, & Addiction									
Drugs & Medicines	X	X	X	X	X	X	X	X	X
Understanding Use, Abuse, & Addiction				X	X	X	X	X	X
Classifications of Drugs				X	X	X	X	X	X
Types of Drugs				X	X	X	X	X	X
Human Growth & Development /Human Sexuality									
Puberty & Adolescence						X	X		
Sexual & Reproductive Anatomy						X	X		X
Conception, Pregnancy & Fetal Development							X		X
Contraception & Birth Control							X	X	X
Relationships (K-10) & Intimacy (6-10)	X	X	X	X	X	X	X	X	X
Sexual Risk Behaviors							X	X	X
Gender Identity & Sexual Orientation							X	X	X
Safety & Injury Prevention									
Personal Safety & Awareness of Surroundings	X	X	X	X	X	X	X	X	X
Fire Safety & Calling 911		X	X						
Home Safety	X		X	X	X				
Bicycle & Pedestrian Safety			X	X	X				
Recreation & Play Safety	X	X	X	X	X				
Driver & Passenger Safety									X

Eighth Grade Health Glossary of Terms

Age of Consent	the age at which a person is legally considered competent to give consent, as to sexual intercourse
Acquired Immunodeficiency Syndrome (AIDS)	a set of certain diseases and conditions that result from infection by the human immunodeficiency virus (HIV)
Animal Violence	violence perpetrated against animals
Anorexia Nervosa	a severe psychological disturbance in which an individual refuses to eat enough food to maintain a healthy weight
Assault	a violent physical or verbal attack; a threat or attempt to inflict offensive physical contact or bodily harm on a person that puts the person in immediate danger of or in apprehension of such harm or contact
Beer	an alcoholic beverage usually made from malted cereal grain (as barley), flavored with hops, and brewed by slow fermentation
Bidis	small, thin, strong smelling brown cigarettes wrapped in leaves and tied with string; flavored cigarettes (chocolate, strawberry, mango, cherry)
Bipolar Depression	a depressive disorder characterized by periods of depression followed by periods of mania or extremely elevated mood
Body Image	the manner in which one perceives one's body
Boundary	something that indicates or fixes a limit or extent
Bulimia Nervosa	an eating disorder characterized by a craving for food that is difficult to satisfy; eating excessive amounts of food at one time (binging) often followed by fasting, practicing self-induced vomiting, taking laxatives or diuretics, or bouts of intense exercise (purging)
Bully	a person who is habitually cruel to others who are weaker
Bullying	to treat abusively; to affect by means of force or coercion
Bystander	one present but not taking part in a situation or event
Cessation	a temporary or final ceasing
Child Abuse	actual or threatened physical or emotional violence against a child
Cigarettes	a slender roll of cut tobacco enclosed in paper and meant to be smoked
Cigars	small roll of tobacco leaf for smoking
Club Drugs	category of drugs that includes alcohol, GBH, GBL and Rohypnol (depressants); LSD (acid) and ketamine (Special K) (hallucinogens); and MDMA (X/Ecstasy) (mixed effects)
Coercion	the act, process, or power of influence of one person or group over another

Eighth Grade Health Glossary of Terms (continued)

Contraception	deliberate prevention of conception or impregnation
Dating Violence	violence perpetrated by someone in a dating relationship with the victim
Depressants	a classification of drugs that slow the activity of the cerebral cortex, producing calming or trancelike effects
Depression	a mood disorder characterized by sadness, inactivity, difficulty in thinking and concentration, a significant increase or decrease in appetite and time spent sleeping, feelings of dejection and hopelessness, and sometimes suicidal tendencies
Designer Drugs	a controlled substance that has been altered to make a new compound that is not a controlled substance; usually produces psychoactive responses similar to the drug from which it was produced
Discrimination	the act, practice, or an instance of treating people categorically rather than individually; prejudiced or prejudicial outlook, action, or treatment
Disease Transmission	the manner in which diseases are spread between the carrier or host and other individuals or groups of people
Disorder	a disturbance in the normal or regular functioning of an organism
Domestic Violence	a pattern of behavior characterized by physical assaults, psychological abuse, or threats that occur between family members, couples in intimate relationships, or unrelated individuals who live together
Emotions	the affective aspect of consciousness; a state of feeling
Friendship	the state of being friends
Gateway Drugs	substances that may lead to the use of other substances (alcohol, tobacco, marijuana)
Gender	the behavioral, cultural, or psychological traits typically associated with one sex; the classification of a person's sex based on anatomic and chromosomal characteristics
Gender Identity	an individual's perception of himself or herself as male or female
Hallucinogens	a classification of drugs that elevate blood pressure, dilate pupils, and increase body temperature; also produce hallucinations or abnormal and unreal sensations such as seeing distorted and vividly colored images, and can also produce psychological responses such as anxiety, depression, and the feeling of losing control over one's mind
Health	the ability to function adequately and independently in a constantly changing environment
Healthy Body Weight	a body weight at which an individual is physically healthy and can execute activities of daily living; accounts for differences in body composition, body type, bone structure, height, etc.
Human Immunodeficiency Virus (HIV)	the virus that results in AIDS
Hookah	Arabic water pipe for smoking tobacco
Incest	sexual intercourse between persons so closely related that they are forbidden by law to marry; can also be between two people of the same gender
Inclusive	broad in orientation or scope; covering or intended to cover all

Eighth Grade Health Glossary of Terms (continued)

Inclusive	broad in orientation or scope; covering or intended to cover all
Inhalants	gases that produce euphoria, dizziness, confusion, and drowsiness shortly after they are inhaled or huffed
Intimacy	the state of being intimate or familiar; relations of a personal or private nature
Kreteks	clove cigarettes
Liquid Tobacco	tobacco that has been pounded, chewed, or shredded, possibly mixed with water and other items such as tree bark, spices/seasonings, or honey, and boiled/steeped into a liquid that is ingested
Marijuana	a psychoactive drug containing the compound delta-9-tetrahydrocannabinol; the most widely used illicit drug in the US
Non-biased	without prejudice
Obsession	a persistent disturbing preoccupation with an often unreasonable idea or feeling
Obsessive Compulsive Disorder (OCD)	a disorder characterized by persistent, inappropriate, and repetitive thoughts or impulses that produce anxious feelings
Opiates	a class of drugs that induce euphoria and sleep, slow the activity of the intestinal tract, and alter the perception of pain; have important medical uses as sedatives, analgesics, and narcotics
Phobias	an intense or irrational fear of a situation or object
Piercings	the practice or an instance of adorning the body with jewelry or ornamentation that penetrates the flesh
Post-traumatic Stress Disorder (PTSD)	a common anxiety disorder that develops after exposure to a terrifying event or ordeal in which grave physical harm occurred or was threatened
Premenstrual Dysphoric Disorder (PMDD)	that include depression, anxiety, tension, irritability and moodiness. What sets PMDD apart is its severity. Women with PMDD find that it has a very disruptive effect on their lives condition associated with severe emotional and physical problems that are linked closely to the menstrual cycle
Puberty	the condition of being or the period of becoming first capable of reproducing sexually marked by maturing of the genital organs, development of secondary sex characteristics, and in the human and in higher primates by the first occurrence of menstruation in the female
Refusal Strategies	strategies to avoid peer pressure and to reduce the risk of making decisions that are detrimental to personal health
Rehabilitation	to restore or bring to a condition of health or useful and constructive activity
Relationships	a romantic or passionate attachment
Risk Behaviors	a behavior or characteristic that increases an individual's chances of developing a health problem
Seasonal Affective Disorder	a form of depression most often associated with the lack of daylight in extreme northern and southern latitudes from the late fall to the early spring.

Eighth Grade Health Glossary of Terms (continued)

Seasonal Affective Disorder	a form of depression most often associated with the lack of daylight in extreme northern and southern latitudes from the late fall to the early spring
Self-injury	the act of intentionally hurting oneself; one manifestation of this is known as cutting
Self-talk	internal monologues that can have a positive or negative influence upon the individual
Sexism	prejudice or discrimination based on sex
Sexual Harassment	unwelcome and often intimidating verbal or physical sexual advances to create an unpleasant or hostile situation
Sexual Orientation	the direction of a person's romantic thoughts, feelings, and attractions toward people of the same or different sex
Sexual Orientation Spectrum	a continuum with 100% heterosexual and 100% homosexual designations on either end, and degrees of bisexuality within its continuum
Sexually Transmitted Infections (STI's)	infections or diseases spread from person to person by the intimate contact that occurs during sexual activity, primarily sexual intercourse
Sleep Deprivation	acute or chronic lack of sufficient sleep
Sleep Patterns	individual's clock hour schedule of bedtimes and rise times as well as nap behavior: may also include time and duration of sleep interruptions
Spirits	the liquid containing ethanol and water that is distilled from an alcoholic liquid or mash
Spit Tobacco	chewing tobacco or snuff; tobacco chewed or dipped and the juices spat or swallowed
Stimulants	a class of drugs that increase energy and alertness, lessen the need to sleep, produce euphoria, suppress appetite, and increase blood pressure and heart rate
Target	an object of ridicule or criticism; one marked for attack
Victim	one that is acted on and adversely affected by a force or agent; one that is subjected to oppression, hardship or mistreatment
Wellness	a sense that one is functioning at his/her best level
Wine	the alcoholic fermented juice of fresh grapes used as a beverage
Youth Risk Behavior Survey (YRBS)	monitors priority health-risk behaviors and the prevalence of obesity and asthma among youth and young adults