

**BSD Middle School Health
Scope and Sequence 2021-2022**

	6th Grade (7 weeks every day)	7th Grade (9 weeks every day)	8th Grade (9 weeks every day)
<p>Transferable Skills across all subject areas</p> <p>CDC Standards</p> <p>BHS PBGR Progressions</p>	<p style="text-align: center;">Health Triangle</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <ul style="list-style-type: none"> Assess personal health practices. Develop a goal to adopt, maintain, or improve a personal health practice. Apply strategies and skills needed to attain a personal health goal. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. <p style="text-align: center;">Puberty</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Identify circumstances that can help or hinder healthy decision making.</p> <ul style="list-style-type: none"> Determine when health-related situations require the application of a thoughtful decision-making process. Distinguish when individual or collaborative decision making is appropriate. Distinguish between healthy and unhealthy alternatives to health-related issues or problems. Predict the potential short-term impact of each alternative on self and others. Choose healthy alternatives over unhealthy alternatives when making a decision. Analyze the outcomes of a health-related decision. 	<p style="text-align: center;">Design for Health</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <ul style="list-style-type: none"> State a health-enhancing position on a topic and support it with accurate information. Demonstrate how to influence and support others to make positive health choices. Work cooperatively to advocate for healthy individuals, families, and schools. Identify ways in which health messages and communication techniques can be altered for different audiences. <p style="text-align: center;">Suicide Prevention</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <ul style="list-style-type: none"> Apply effective verbal and nonverbal communication skills to enhance health. Demonstrate refusal and negotiation skills that avoid or reduce health risks. Demonstrate effective conflict management or resolution strategies. Demonstrate how to ask for assistance to enhance the health of self and others. <p style="text-align: center;">Sexual Health: Body Basics</p> <p>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <ul style="list-style-type: none"> Analyze the validity of health information, products, and services. Access valid health information from home, school, and community. Determine the accessibility of products that enhance health. Describe situations that may require professional health services. Locate valid and reliable health products and services. 	<p style="text-align: center;">Financial Health and Literacy</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <ul style="list-style-type: none"> Examine how the family influences the health of adolescents. Describe the influence of culture on health beliefs, practices, and behaviors. Describe how peers influence healthy and unhealthy behaviors. Analyze how the school and community can affect personal health practices and behaviors. Analyze how messages from media influence health behaviors. Analyze the influence of technology on personal and family health. Explain how the perceptions of norms influence healthy and unhealthy behaviors. Explain the influence of personal values and beliefs on individual health practices and behaviors. <p style="text-align: center;">Sexual Health: Relationships</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <ul style="list-style-type: none"> Apply effective verbal and nonverbal communication skills to enhance health. Demonstrate refusal and negotiation skills that avoid or reduce health risks. Demonstrate effective conflict management or resolution strategies. Demonstrate how to ask for assistance to enhance the health of self and others.

Intro to Health and Creating a Classroom Climate	Health is... •	Health is... • Make connections between the health triangle and the health wheel (8 dimensions of health)	Health is... • Determinants of a healthy community • Overarching message: transition to BHS and life beyond; success in life - college, workforce, etc.
Unit 1	Goal-Setting and the Health Triangle <ul style="list-style-type: none"> • Goal-setting skills • Health triangle: physical, emotional, social health • Choose a personal health goal to add, maintain, or improve 	Design for Health <ul style="list-style-type: none"> • Unfortunate vs. Unjust <ul style="list-style-type: none"> ◦ Individual behavior vs. systems • Content choices <ul style="list-style-type: none"> ◦ Alcohol, drug and tobacco prevention ◦ Nutrition ◦ Mental health 	Financial Health & Decisions for Your Future → Analyzing Influences <ul style="list-style-type: none"> • <i>How does your sense of self influence/impact your decisions? What knowledge and skills do you need to be financially healthy in the future?</i> • VT Financial Literacy JumpStart Alignment • NGPF
Unit 2		Be the One: Suicide Prevention → Interpersonal Skills <i>What strategies can be used to cope with mental health challenges? How can you help yourself or someone else?</i> <ul style="list-style-type: none"> • Suicide prevention lessons using Lifelines • Possible community connections: <ul style="list-style-type: none"> ◦ Hope Happens Here - connect with St. Michael's College ◦ NAMI Ending the Silence program 	
Unit 2 / 3 Sexual Health in grades 6, 7 & 8	It's Perfectly Normal: Decision-Making and Puberty <i>What do you need to know to make healthy/informed decisions for yourself and others?</i> <ul style="list-style-type: none"> • Identity: beyond the binary (Gender Unicorn) <ul style="list-style-type: none"> ◦ This needs to be a thread throughout all sexuality units and seamlessly incorporated for all sexual health education • Puberty and adolescent development: social, emotional, physical, intellectual change • Anatomy and physiology • Pregnancy and reproduction in brief • FoSE Standards 	Rights, Respect and Responsibility (Body Basics) → Accessing Information <i>How do we make sense of the external factors that influence who we think we should be?</i> <ul style="list-style-type: none"> • Identity: confronting gender stereotypes • Brief anatomy and physiology review • Keeping it real online <ul style="list-style-type: none"> ◦ Personal safety; human trafficking? • Pregnancy and reproduction • Sexually transmitted diseases and HIV • SFUSD Health Education Resource • FoSE Standards 	Rights, Respect and Responsibility (Relationships) → Interpersonal Skills <i>What is your role in your relationships? What can you do to develop and maintain healthy relationships, now and in the future?</i> <ul style="list-style-type: none"> • Healthy relationships: Healthy or unhealthy • Consent and personal safety • Birth control and STI prevention basics: must be LGBTQ+ inclusive • Using condoms effectively: must be LGBTQ+ inclusive <ul style="list-style-type: none"> ◦ New law that requires condoms are available and free in VT MS/HS • FoSE Standards

Resources:

- [Implementing a Comprehensive Health Education: Law and Regulation](#) - VT AOE January 30, 2020