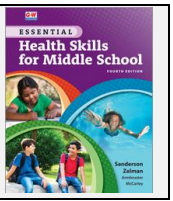
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to Mississippi Department of Education
Course: Contemporary Health – Grade 6-8



Contemporary Health - Six Grade

Course Description

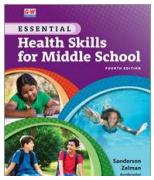
Contemporary Health (Six Grade) allows students an opportunity to maintain and apply the health skills they have learned in kindergarten through fifth grade. The students should gain an understanding of how the environment and personal health are interrelated. Teachers should also emphasize how health care can prevent premature death and disability; while reinforcing the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. Students should gain an understanding of how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health related issues.

Understandings and Goals

Enduring Understandings

In this unit, the student will:
- know the difference between health and wellness.
- know the three parts of health.
- know the difference between stress and conflict.
- name two activities that would call you to be an advocate.
- be able to demonstrate the refusal skills (S.T.O.P.)
- give examples of self-management skills.
- know the role that environment plays in your total health.
- be able to access reliable information to evaluate an advertised product.
- be able to describe how risk and risk behaviors can affect your health.
- know how the media could influence your decisions.
- name two factors that are part of the physical environment.
- know two main types of influences on health choices.
- name two behaviors that can reduce health risk.
- list three behaviors that can have negative health consequences.

Essential Questions
- What is the difference between health and wellness?
- What does reliable mean?
- What is the difference between stress and conflict?
- What are refusal skills?
- What are the two types of influences that can affect decisions?
- How can you be sure that a product is safe to use?



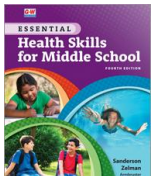
- What are two factors of your physical environment?
- What makes up a person's social environment?
- What are two main types of influences on healthy choices?
- What are two behaviors that can reduce health risk?
- What are risk behaviors?
- What are consequences?
- What are two main ways to avoid or reduce risk?
- How can avoiding risk behaviors benefit your physical health?
- What choices can you make that will help keep you healthy?
- What is interpersonal communication?

Vocabulary

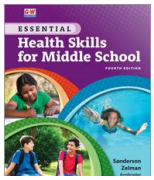
Identify and review the unit vocabulary.

- Advocacy: taking action in support of a cause.
- Conflict: a disagreement between people with opposing viewpoints, interests, or needs.
- Conflict resolution skills: the ability to end a disagreement or keep it from becoming a larger conflict.
- Consequences: the results of action.
- Health: a combination of physical, mental/emotional, and social well-being.
- Hygiene: cleanliness.
- Immunizations: treatment to produce immunity to a disease (vaccine).
- Interpersonal Communication: the sharing of thoughts and feelings with other people.
- Mediation: resolving conflicts by using another person or persons.
- Natural Resources: something found in nature that is valuable to humans.
- Negative Stress: stress that prevents you from doing what you need to do, or stress that causes you discomfort.
- Negotiation: the process of talking directly to the other person to resolve a conflict to help reach a solution that is acceptable to both sides.
- Pollution: dirty or harmful substances in the environment.
- Positive Stress: stress that can help you reach your goals.
- Refusal Skills: ways to say no effectively. These are great tools to use when you need to avoid behavior that is unhealthy, unsafe, or goes against your value and beliefs.
- Reliable: trustworthy and dependable.
- Risk Behaviors: actions or choices that may harm you or others.
- Self-Concept: the way you view yourself overall.
- Stress: the body's response to real or imagined dangers and other life events.
- Stress Management: identifying sources of stress and learning how to handle them in ways that promote good mental/emotional health.
- Technology: the use of science in solving problems; a technical method of doing something.
- Violence: an act of physical force resulting in injury or abuse.
- Wellness: a state of well – being or balanced health over a long period of time.

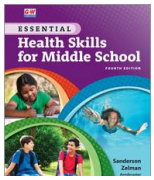
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]	



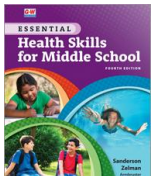
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
Analyze how health education and promotion benefits individuals (i.e., reduces number of doctor visits, premature deaths, and chronic diseases).	**Instruction**: 3-9, 12-19, 22-33 3 Figure 1.1.1 People in a State of Well-Being 5 Figure 1.1.3 Interrelatedness of Health 6 Skills for Practicing Wellness 7 How Healthcare Promotes Personal Health 12 Figure 1.2.1 Health and Wellness Spectrum 19 The Game of Life 27 Figure 1.3.5 Accessing and Evaluating Health Information and Services 28 Figure 1.3.6 Accessing Valid Information 29 Figure 1.3.7 Access Valid Information Online 30 Figure 1.3.8 Health and Safety Information 31 Figure 1.3.9 Communicating Health Information **Application**: 2 Essential Question, Reading and Notetaking Activity 5 Reading Checkpoint #1-2 9 Reading Checkpoint #1-2 10 Critical Thinking #1-3, Develop Your Skills #1-3 11 Essential Question, Reading and Notetaking Activity 13 Reading Checkpoint #1-2 17 Building Your Skills - The Power of Social Media to Inspire 21 Essential Question, Reading and Notetaking Activity 31 Reading Checkpoint #1-2 32 Building Your Skills - Your School Environment
Explore ways health promotion reduces healthcare costs.	**Instruction**: 3-9, 12-19, 22-33 3 Figure 1.1.1 People in a State of Well-Being 5 Figure 1.1.3 Interrelatedness of Health 6 Skills for Practicing Wellness 7 How Healthcare Promotes Personal Health 12 Figure 1.2.1 Health and Wellness Spectrum 19 The Game of Life 27 Figure 1.3.5 Accessing and Evaluating Health Information and Services 28 Figure 1.3.6 Accessing Valid Information 29 Figure 1.3.7 Access Valid Information Online 30 Figure 1.3.8 Health and Safety Information 31 Figure 1.3.9 Communicating Health Information



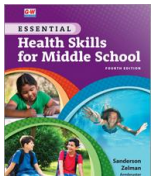
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	Application: 2 Essential Question, Reading and Notetaking Activity 5 Reading Checkpoint #1-2 9 Reading Checkpoint #1-2 10 Critical Thinking #1-3, Develop Your Skills #1-3 11 Essential Question, Reading and Notetaking Activity 13 Reading Checkpoint #1-2 17 Building Your Skills - The Power of Social Media to Inspire 21 Essential Question, Reading and Notetaking Activity 31 Reading Checkpoint #1-2 32 Building Your Skills - Your School Environment
Discuss how body hygiene, posture and one's self-image affect overall health.	**Instruction**: 55-65, 68-76 55 Figure 2.1.1 Deodorant Versus Antiperspirant 57 Figure 2.1.2 Acne 62 Tips for Choosing Care Products 63 Figure 2.1.7 Common Hair Conditions 68 Figure 2.2.1 Caring for the Mouth and Teeth 69 Figure 2.2.2 How to Brush Your Teeth and Floss 70 Figure 2.2.3 Tooth Decay 70 Figure 2.2.4 Gum Disease 71 Bad Breath and Teeth Grinding **Application**: 54 Essential Question, Reading and Notetaking Activity 56 Case Study - Changes in Malcolm's Hygiene 58 Building Your Skills - Health in the Media 61 Reading Checkpoint #1-3 64 Reading Checkpoint #1-3 66 Critical Thinking #1-2, Develop Your Skills #1-2 67 Essential Question 72 Building Your Skills - Caring for Your Mouth, Eyes, and Ears 72 Reading Checkpoint #1-3 77 Critical Thinking #1-2, Develop Your Skills #1-2
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)[NHES 2]	
Describe the benefits and threats of technological advances to healthy living.	**Instruction**: 166-167, 222-223, 265-267, 322-324, 350-353 166 Figure 3.4.1 Technology



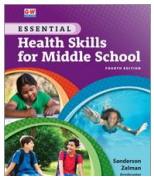
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	167 Figure 3.4.2 Fitness Apps 167 Figure 3.4.3 Heart Rate Monitors and Fitness Trackers 222 Figure 4.4.2 Social Media Anxiety 223 Social Media Anxiety 265 Figure 5.1.8 Media Messages 266 Influences on Substance Use 322 Figure 5.6.3 Analyzing Advertisements 323 Figure 5.6.4 Ad Restrictions 352 Staying Safe on Social Media **Application**: 167 Reading Checkpoint #1-2 175 Critical Thinking #2, Develop Your Skills #1 229 Develop Your Skills #3 267 Reading Checkpoint #1-2 268 Critical Thinking #1 350 Case Study - Brianna's Social Media Challenge 353 Reading Checkpoint #1-3
Relate how information presented in the media affects the attitude of our population toward health related issues.	**Instruction**: 265-267, 322-324, 350-353 265 Figure 5.1.8 Media Messages 266 Influences on Substance Use 289 The Myths and Facts of Vaping 322 Figure 5.6.3 Analyzing Advertisements 323 Figure 5.6.4 Ad Restrictions 352 Staying Safe on Social Media **Application**: 267 Reading Checkpoint #1-2 268 Critical Thinking #1 294 Develop Your Skills #2
Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]	
Research current health promoting products and services.	**Instruction**: 27-30 27 Figure 1.3.5 Accessing and Evaluating Health Information and Services 28 Figure 1.3.6 Accessing Valid Information 29 Figure 1.3.7 Valid Information Online 30 Figure 1.3.8 Health and Safety Information **Application**: 21 Reading and Notetaking Activity 31 Reading Checkpoint #1-2 34 Critical Thinking #2



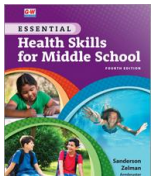
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]	
Demonstrate strategies to manage conflict in healthy ways.	**Instruction**: 390-402 391 Figure 7.1.3 Examples of Interpersonal Skills 393 Figure 7.1.4 The Communication Process 394 Figure 7.1.5 Nonverbal Communication 395 Figure 7.1.6 Communication Styles 397 Figure 7.1.7 Key Steps to Active Listening 398 Figure 7.1.8 Turning You Statements into I Statements 400 Figure 7.1.9 Common Sources of Conflict 401 Figure 7.1.10 Negotiation Process 402 Figure 7.1.12 Meditation **Application**: 388 Essential Question, Reading and Notetaking Activity 392 Reading Checkpoint #1 396 Building Your Skills - Be Assertive 397 Reading Checkpoint #1-2 399 Reading Checkpoint #1-2 403 Develop Your Skills #1-3
Examine how to handle difficult interpersonal situations through effective communication. ***Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D***	**Instruction**: 390-402 391 Figure 7.1.3 Examples of Interpersonal Skills 393 Figure 7.1.4 The Communication Process 394 Figure 7.1.5 Nonverbal Communication 395 Figure 7.1.6 Communication Styles 397 Figure 7.1.7 Key Steps to Active Listening 398 Figure 7.1.8 Turning You Statements into I Statements 400 Figure 7.1.9 Common Sources of Conflict 401 Figure 7.1.10 Negotiation Process 402 Figure 7.1.12 Meditation **Application**: 388 Essential Question, Reading and Notetaking Activity 392 Reading Checkpoint #1 396 Building Your Skills - Be Assertive 397 Reading Checkpoint #1-2 399 Reading Checkpoint #1-2 403 Develop Your Skills #1-3



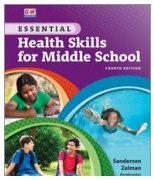
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	See Supplemental Essential Health Skills for Middle School - Human Development, Relationships, and Sexual Health **Instruction***:* 31-37, 50-51, 94-95, 103 31 Communication 35 Figure 8.4.4 Enforcing Your Boundaries 37 Figure 8.4.7 Words for Resisting Sexual Pressure 51 Figure 9.1.6 Ways to Be an Upstander 103 Figure 10.2.6 Planning and Practicing Refusal Skills **Application**: 29 Essential Question, Reading and Notetaking Activity 35 Reading Checkpoint #2 38 Reading Checkpoint #2 40 Critical Thinking #1, Develop Your Skills #3 51 Reading Checkpoint #1-2 54 Develop Your Skills #2 65 Develop Your Skills #2 77 Develop Your Skills #1 95 Reading Checkpoint #1 95 Building Your Skills - Making Decisions About Boundaries 96 Develop Your Skills #1 102 Case Study - Aiden's "Perfect" Relationship 138 Develop Your Skills #3
Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5	
Understand positive and negative reinforcement and how they relate to decision- making	**Instruction**: 21-23, 267 23 Figure 1.3.1 The Decision Making Process 501 Figure 9.2.4 Decision Making **Application**: 21 Reading and Notetaking Activity 22 Reading Checkpoint #1-2 34 Critical Thinking #3 267 Building Your Skills - Making Healthy Decisions
Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6	
Identify forms of exercise that help us to be healthier.	**Instruction**: 153-162, 168-171 154 Figure 3.3.1 Physical Activity



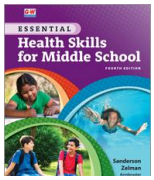
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	156 Figure 3.3.2 Aerobic Versus Anaerobic Activity 157 Figure 3.3.3 Muscle Strength 157 Figure 3.3.4 Endurance 158 Figure 3.3.5 Stretching 159 Types of Fitness 161 Figure 3.3.7 Agility 171 Figure 3.4.5 Sample Tracking Report **Application**: 152 Essential Question, Reading and Notetaking Activity 156 Reading Checkpoint #2 160 Reading Checkpoint #1 161 Building Your Skills - My Fitness Needs 162 Reading Checkpoint #1-2 163 Develop Your Skills #2 169 Building Your Skills - Be SMART, Stay Motivated
Define the responsibility a community has to help its members maintain good health.	**Instruction**: 15-17, 31-33, 166 15 Figure 1.2.3 Environmental Protective and Risk Factors 31 Figure 1.3.9 Parts of a Community 33 Figure 1.3.10 Examples of Community Resources 166 Figure 3.4.1 Community Resources and Income **Application**: 18 Reading Checkpoint #1-3 33 Reading Checkpoint #2 34 Critical Thinking #1
Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)[NHES 7]	
Demonstrate ways to practice helpful behaviors and build health skills.	**Instruction**: 22-33 23 Figure 1.3.1 The Decision Making Process 24 Figure 1.3.2 Setting SMART Goals 25 Figure 1.3.3 Using Refusal Skills 26 Figure 1.3.4 Resolving Conflicts 27 Figure 1.3.5 Accessing and Evaluating Health Information and Services 28 Figure 1.3.6 Medically Accurate Information 29 Figure 1.3.7 Access Valid Information Online 30 Figure 1.3.8 Health and Safety Information 31 Figure 1.3.9 Communicating Health Information



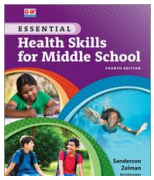
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	33 Figure 1.3.10 Community Resources **Application**: 21 Essential Question, Reading and Notetaking Activity 22 Reading Checkpoint #1-2 24 Reading Checkpoint #1-2 25 Reading Checkpoint #1-2 27 Reading Checkpoint #1-2 31 Reading Checkpoint #1-2 32 Building Your Skills - Your School Environment 33 Reading Checkpoint #1-2 34 Critical Thinking #1-3, Develop Your Skills #1-3
Explain and give examples of the use, misuse and abuse of substances.	**Instruction**: 259-267, 270-280, 283-293, 296-304, 307-316 259 Figure 5.1.1 Stages of Substance Use Disorder 260 Figure 5.1.2 Tolerance in the Body 261 Figure 5.1.3 Triggers 262 Figure 5.1.4 Factors Affecting Substance Use and Addiction 266 Influences on Substance Use 271 Figure 5.2.1 Forms of Medicine 273 Figure 5.2.2 Medicine Interactions 275 Figure 5.2.3 Strategies for Using Medicine Safely 276 Figure 5.2.4 Medication Misuse and Abuse 277 Figure 5.2.6 Symptoms of an Overdose 278 Facts About Medication Misuse and Abuse 279 Figure 5.2.7 Examples of Prescription Opioids 284 Figure 5.3.2 Vaping 285 Figure 5.3.3 Smokeless Tobacco 296 Figure 5.4.1 Alcohol Use 298 Figure 5.4.4 Effects of Alcohol on Brain Function 299 Figure 5.4.5 Signs of Alcohol Poisoning 308 Figure 5.5.1 Effects of Drugs on Body Systems 310 Figure 5.5.4 Marijuana 311 Figure 5.5.5 Cocaine 312 Figure 5.5.6 Methamphetamine 312 Hallucinogens 313 Figure 5.5.8 Heroin 315 Figure 5.5.10 Club Drugs 316 Figure 5.5.11 Household Products Commonly Abused as Inhalants



Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	Application: 258 Essential Question, Reading and Notetaking Activity 262 Reading Checkpoint #1-2 263 Case Study - Kevin's Decision to Vape 267 Reading Checkpoint #1-2 268 Critical Thinking #1-2, Develop Your Skills #1-3 269 Essential Question, Reading and Notetaking Activity 270 Case Study - Veda's Headache 272 Reading Checkpoint #1-2 274 Reading Checkpoint #1-2 275 Reading Checkpoint #1-2 280 Building Your Skills - Advocating for an Opioid Free Life 280 Reading Checkpoint #1-2 281 Critical Thinking #1-3, Develop Your Skills #1-3 282 Essential Question, Reading and Notetaking Activity 285 Reading Checkpoint #1-2 295 Reading and Notetaking Activity 301 Reading Checkpoint #1-3 306 Essential Question, Reading and Notetaking Activity 309 Case Study - Mateo's Risky Behavior
Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) [NHES 8]	
Describe various communication methods that accurately express health opinions and issues.	**Instruction**: 31-33, 253-254, 381-385 31 Figure 1.3.9 Communicating Health Information - Advocate 253 Figure 4.7.5 Advocate for Mental Health 385 Figure 6.4.14 Advocate for Your Environment **Application**: 21 Essential Question 32 Building Your Skills - Advocate for Health 33 Reading Checkpoint #1-2 34 Critical Thinking #1 175 Develop Your Skills #2 256 Develop Your Skills #2 381 Building Your Skills - Advocating for the Environment



Standards	Correlating Text Pages
Competencies and Suggested Objectives	
Investigate ways that Indoor Air Quality Can be improved in the classroom.	**Instruction**: 373 373 Figure 6.4.2 Sources of Indoor Air Pollution **Application**: 371 Essential Question, Reading and Notetaking Activity 374 Reading Checkpoint #1-2 376 Case Study - Seiji's Paint Job 381 Building Your Skills - Advocating for the Environment
Employ the ability to encourage and support others in making healthy choices.	**Instruction**: 31-33, 253-254, 381-385 31 Figure 1.3.9 Communicating Health Information - Advocate 253 Figure 4.7.5 Advocate for Mental Health 385 Figure 6.4.14 Advocate for Your Environment **Application**: 21 Essential Question 32 Building Your Skills - Advocate for Health 33 Reading Checkpoint #1-2 34 Critical Thinking #1 175 Develop Your Skills #2 256 Develop Your Skills #2 381 Building Your Skills - Advocating for the Environment
Identify ways natural resources can impact human health.	**Instruction**: 372, 377-385 378 Resource Conservation and Recovery Act 378 Figure 6.4.5 Environmental Protection Strategies 379 Figure 6.4.6 Waste Management Hierarchy 379 Figure 6.4.7 Recycling and Composting 380 Figure 6.4.9 Renewable Energy 383 Figure 6.4.11 Greener Living 384 Steps Toward a Greener Planet 385 Figure 6.4.13 Benefits of Trees 385 Figure 6.4.14 Advocate for Your Environment **Application**: 378 Reading Checkpoint #1-2 381 Building Your Skills - Advocating for the Environment 382 Reading Checkpoint #1-2 385 Reading Checkpoint #1-2



Contemporary Health - Seventh Grade

Course Description
Contemporary Health (Seventh Grade) focuses on analyzing how the environment and personal health are interrelated. Teachers should emphasize the necessary skills to reduce risks associated with adolescent health problems.

Understandings and Goals
Enduring Understandings

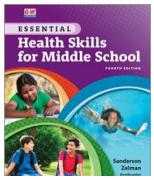
In this unit, the student will learn:
- effective ways to handle peer pressure and stress.
- health enhancing behaviors.
- disease prevention.
- the effects of alcohol and drug use on health.
- the influence culture has on health behaviors.
- how technology can improve health.
- effective communication skills.
- the Six Steps of Decision Making.
- skills that will contribute to a healthy active lifestyle.
- the importance of making safe choices.
- the importance of a healthy diet.
- the different health care professionals.
- ways to enhance community health.

Essential Questions

- Why is it important to effectively recognize positive and negative peer pressure?
- Why is hygiene and self-image important?
- What are communicable diseases?
- How are communicable diseases prevented?
- How can the environment affect our health?
- Why is tobacco and alcohol harmful to your health?
- What is culture?
- How does the media affect your health choices?
- Why is it important to examine health information?
- Why is it important to communicate effectively?
- What are health goals?
- Why is it important to make safe choices?
- Who are health professionals?
- What is a volunteer?

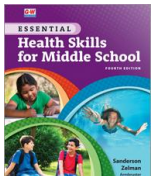
Vocabulary

Identify and review the unit vocabulary.
- Abstinence: a deliberate decision to avoid harmful behaviors, including sexual activity before marriage and

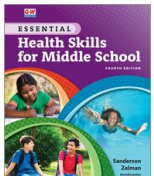


the use of tobacco, alcohol, and other drugs.
- Calories: units of heat that measure the energy used by the body and the energy that foods supply to the body.
- Communicable diseases: a disease that is spread from one living thing to another or through the environment.
- Communication: the ways in which you send messages to and receive messages from others.
- Conflict: any disagreement, struggle, or fight.
- Culture: the collective beliefs, customs, and behaviors of a group.
- Environment: the sum of your surroundings.
- Goals: something you aim for that takes planning and work.
- Hygiene: conditions or practices (as of cleanliness) conducive to health.
- Lifestyle: the typical way of life of an individual, group, or culture.
- Nutrition: substances in food that your body needs to grow, to repair itself, and to supply you with energy.
- Peer: person of similar age who share similar interests.
- Peer pressure: the influence that people your age may have on you.
- Posture: the carriage of the body as a whole, the attitude of the body, or the position of the limbs.
- Puberty: the time when a person begins to develop certain traits of adults of his or her own gender.
- Stress: the reaction of the body and mind to everyday challenges and demands
- Values: the ideas, belief, and attitudes about what is important that help guide the way you live.
- Volunteer: a person who voluntarily undertakes or expresses a willingness to undertake a service.

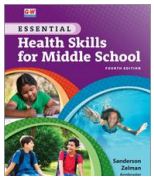
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) [NHES 1]	
Identify behaviors for effectively handling peer pressure and stress. **Note:** ***You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)***	**Instruction**: 208-211, 213-218, 264 209 Figure 4.3.1 Sources of Stress 210 Figure 4.3.2 Eustress 213 Figure 4.3.4 Coping Skills for Stress 214 Figure 4.3.5 How Can You Maintain a Positive Attitude 214 Build Resilience 215 Take Care of Yourself 216 Figure 4.3.6 Time Management Strategies 217 Figure 4.3.7 Distraction Strategies 218 Figure 4.3.8 Relaxation Techniques 264 Figure 5.1.6 Using Peer Pressure to Promote Healthy Behaviors **Application**: 210 Reading Checkpoint #1-2 211 Reading Checkpoint #1-2 212 Case Study - A Busy Week for Charlie 218 Reading Checkpoint #1-2



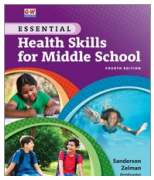
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	219 Critical Thinking #1-3, Develop Your Skills #1-3 208 Essential Question, Reading and Notetaking Activity 291 Building Your Skills - Resisting Peer Pressure 502 Building Your Skills - Peer Pressure Throughout the Life Span
Analyze how hygiene, posture, and self-image affect overall health.	**Instruction**: 55-65, 68-76 55 Figure 2.1.1 Deodorant Versus Antiperspirant 57 Figure 2.1.2 Acne 62 Tips for Choosing Care Products 63 Figure 2.1.7 Common Hair Conditions 68 Figure 2.2.1 Caring for the Mouth and Teeth 69 Figure 2.2.2 How to Brush Your Teeth and Floss 70 Figure 2.2.3 Tooth Decay 70 Figure 2.2.4 Gum Disease 71 Bad Breath and Teeth Grinding **Application**: 54 Essential Question, Reading and Notetaking Activity 56 Case Study - Changes in Malcolm's Hygiene 58 Building Your Skills - Health in the Media 61 Reading Checkpoint #1-3 64 Reading Checkpoint #1-3 66 Critical Thinking #1-2, Develop Your Skills #1-2 67 Essential Question 72 Building Your Skills - Caring for Your Mouth, Eyes, and Ears 72 Reading Checkpoint #1-3 77 Critical Thinking #1-2, Develop Your Skills #1-2
Give examples of communicable diseases and discuss transmission and methods of prevention. **Note:** ***You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)***	**Instruction**: 92-105 93 Figure 2.4.1 Bacteria 94 Figure 2.4.2 Common Illnesses Caused by Viruses 95 Figure 2.4.3 Methods of Transmission 96 Figure 2.4.4 Tonsillitis and Strep Throat 97 Figure 2.4.5 Pinkeye 99 Figure 2.4.6 How Infectious Diseases are Spread 100 Figure 2.4.7 When Should You Wash Your Hands 101 How to Wash Your Hands 102 Figure 2.4.8 Respiratory Etiquette 104 Figure 2.4.9 Food Sanitation Practices 105 Figure 2.4.10 Common Vaccines for Adolescents **Application**:



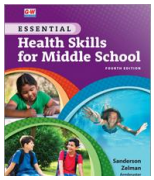
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	92 Essential Question, Reading and Notetaking Activity 94 Reading Checkpoint #1-2 98 Reading Checkpoint #1-2 99 Reading Checkpoint #1-2 103 Case Study - Brian Fights off Infections 105 Reading Checkpoint #1-2 *See Supplemental Essential Health Skills for Middle School - Human Development, Relationships, and Sexual Health* **Instruction***:* 98-107, 110-115 98 Figure 10.2.1 Most Commonly Reported STIs 100 Figure 10.2.2 Gonorrhea 100 Figure 10.2.3 Syphilis 101 Figure 10.2.4 Herpes 101 Figure 10.2.5 HPV 103 Figure 10.2.6 Planning and Practicing Refusal Skills 105 Figure 10.2.7 Sexually Transmitted Infections 110 Figure 10.3.1 Defining HIV and AIDS 111 Figure 10.3.2 HIV Transmission 112 Figure 10.3.3 HIV 113 Figure 10.3.4 Testing for HIV 115 Figure 10.3.5 HIV Prevention 115 Figure 10.3.6 PrEP and PEP **Application:** 97 Essential Question, Reading and Notetaking Activity 99 Reading Checkpoint #1-2 102 Reading Checkpoint #1-2 102 Case Study - Aiden's "Perfect" Relationship 104 Reading Checkpoint #1-3 106 Building Your Skills - Testing and Treatment 107 Reading Checkpoint #1-2 108 Critical Thinking #1-2, Develop Your Skills #1-3 109 Essential Question, Reading and Notetaking Activity 112 Reading Checkpoint #1-3 114 Reading Checkpoint #1-2 115 Reading Checkpoint #1-2 116 Critical Thinking #1-2, Develop Your Skills #1-3
Describe the effects of puberty on social and emotional behavior. ***Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)***	*See Supplemental Essential Health Skills for Middle School - Human Development, Relationships, and Sexual Health* **Instruction***:* 10-18 10 Figure 8.2.1 Primary and Secondary Sexual Characteristics



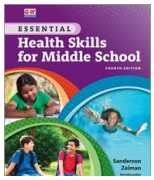
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	12 Male Puberty, Female Puberty 13 Puberty: What to Expect 14 Figure 8.2.2 Menstruation 15 Figure 8.2.3 Intellectual Development 17 Figure 8.2.4 Health Issues in Young People 131 Sexual Changes in Puberty **Application**: 9 Essential Question, Reading and Notetaking Activity 11 Case Study - Akiko Feels Left Behind 15 Reading Checkpoint #1-3 16 Reading Checkpoint #1-2 17 Reading Checkpoint #1-3 18 Reading Checkpoint #1-3 19 Critical Thinking #1-2, Develop Your Skills #1-3
Propose ways in which improving the environment can enhance physical, mental, and social health.	**Instruction**: 371-385 372 Figure 6.4.1 Humans and the Environment Affect One Another 374 Figure 6.4.3 Dangers of Unsafe Drinking Water 375 Figure 6.4.4 Chemicals 377 Noise Pollution 378 Figure 6.4.5 The EPA 380 Figure 6.4.9 Renewable Energy 383 Figure 6.4.11 Greener Living 384 Steps Toward a Greener Planet 385 Figure 6.4.13 Benefits of Trees 385 Figure 6.4.14 Advocate for Your Environment **Application**: 371 Essential Question, Reading and Notetaking Activity 376 Case Study - Seiji's Paint Job 377 Reading Checkpoint #1-2 378 Reading Checkpoint #1-2 381 Building Your Skills - Advocating for the Environment 386 Critical Thinking #1-3, Develop Your Skills #1
Describe the relationship between tobacco and alcohol use and how it affects the development of serious health problems.	**Instruction**: 283-293, 296-304 283 Figure 5.3.1 Chemicals Found in Cigarettes 286 Figure 5.3.4 Effects of Nicotine on the Body 287 Figure 5.3.6 Harmful Chemicals Found in Vaping Devices 288 Figure 5.3.8 Health Risks of Smokeless



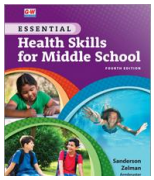
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	Tobacco 292 Figure 5.3.10 Secondhand Smoke 296 Figure 5.4.1 Alcohol Can Lead to Death 298 Figure 5.4.4 Effects of Alcohol on Brain Function 299 Figure 5.4.5 Alcohol Poisoning 300 Figure 5.4.6 Cirrhosis 302 Figure 5.4.7 Social and Academic Consequences of Drinking 303 Figure 5.4.8 Alcohol's Effects on the Central Nervous System 304 Figure 5.4.9 Motor Vehicle Accidents **Application**: 282 Essential Question, Reading and Notetaking Activity 290 Reading Checkpoint #1 293 Reading Checkpoint #1-2 294 Critical Thinking #1 295 Essential Question, Reading and Notetaking Activity 301 Reading Checkpoint #1-3 301 Case Study - Kara's Babysitting Conundrum 303 Reading Checkpoint #1-2 304 Reading Checkpoint #1-2 305 Develop Your Skills #3
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)[NHES 2]	
Describe the influence of culture on health behaviors.	**Instruction**: 15-18, 148 15 Figure 1.2.3 Environmental Factors 16 Figure 1.2.4 Cultural Practices That Affect Health and Wellness 18 Lifestyle Factors 148 Figure 3.2.11 Factors That Influence Food Preferences 264 Figure 5.1.5 Family **Application**: 1 Essential Question, Reading and Notetaking Activity 18 Reading Checkpoint #1-2 20 Critical Thinking #2



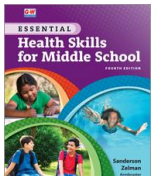
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
Analyze how the media and other sources influence health behavior.	**Instruction**: 166-167, 222-223, 265-267, 322-324, 350-353 166 Figure 3.4.1 Technology 167 Figure 3.4.2 Fitness Apps 167 Figure 3.4.3 Heart Rate Monitors and Fitness Trackers 222 Figure 4.4.2 Social Media Anxiety 223 Social Media Anxiety 265 Figure 5.1.8 Media Messages 266 Influences on Substance Use 322 Figure 5.6.3 Analyzing Advertisements 323 Figure 5.6.4 Ad Restrictions 352 Staying Safe on Social Media **Application**: 17 Building Your Skills - The Power of Social Media to Inspire 167 Reading Checkpoint #1-2 175 Critical Thinking #2, Develop Your Skills #1 229 Develop Your Skills #3 267 Reading Checkpoint #1-2 268 Critical Thinking #1 350 Case Study - Brianna's Social Media Challenge 353 Reading Checkpoint #1-3
Explore technology and other resources to improve personal and family health.	**Instruction**: 166-167, 222-223, 265-267 166 Figure 3.4.1 Technology 167 Figure 3.4.2 Fitness Apps 167 Figure 3.4.3 Heart Rate Monitors and Fitness Trackers **Application**: 17 Building Your Skills - The Power of Social Media to Inspire 167 Reading Checkpoint #1-2 175 Critical Thinking #2, Develop Your Skills #1 229 Develop Your Skills #3 267 Reading Checkpoint #1-2 268 Critical Thinking #1
Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]	
Critique sources of information regarding health products and services to determine if they are reliable/unreliable.	**Instruction**: 27-30 27 Figure 1.3.5 Accessing and Evaluating Health Information and Services 28 Figure 1.3.6 Accessing Valid Information 29 Figure 1.3.7 Valid Information Online 30 Figure 1.3.8 Health and Safety Information **Application**:



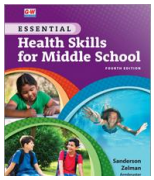
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	21 Reading and Notetaking Activity 31 Reading Checkpoint #1-2 34 Critical Thinking #2
Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]	
Demonstrate various forms of effective communication.	**Instruction**: 391-402 391 Figure 7.1.3 Examples of Interpersonal Skills 393 Figure 7.1.4 The Communication Process 394 Figure 7.1.5 Communication Styles 395 Figure 7.1.6 Passive, Aggressive, or Assertive 397 Figure 7.1.7 Key Steps to Active Listening 398 Figure 7.1.8 Use I Statements 400 Figure 7.1.9 Conflict Resolution Skills 401 Figure 7.1.10 Negotiation Process **Application**: 392 Reading Checkpoint #1-2 396 Building Your Skills - Be Assertive 397 Reading Checkpoint #1-3 399 Reading Checkpoint #1-2 403 Develop Your Skills #1 *See Supplemental Essential Health Skills for Middle School - Human Development, Relationships, and Sexual Health* **Instruction***:* 31-37, 50-51, 94-95, 103 31 Communication 35 Figure 8.4.4 Enforcing Your Boundaries 37 Figure 8.4.7 Words for Resisting Sexual Pressure 51 Figure 9.1.6 Ways to Be an Upstander 103 Figure 10.2.6 Planning and Practicing Refusal Skills **Application**: 29 Essential Question, Reading and Notetaking Activity 35 Reading Checkpoint #2 38 Reading Checkpoint #2 40 Critical Thinking #1, Develop Your Skills #3 51 Reading Checkpoint #1-2 54 Develop Your Skills #2 65 Develop Your Skills #2 77 Develop Your Skills #1 95 Reading Checkpoint #1



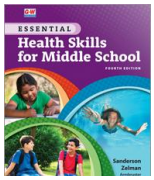
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	95 Building Your Skills - Making Decisions About Boundaries 96 Develop Your Skills #1 102 Case Study - Aiden's "Perfect" Relationship 138 Develop Your Skills #3
Demonstrate strategies to manage conflict in healthy ways.	**Instruction**: 26, 392, 399-402 26 Figure 1.3.4 Conflict Resolution Skills 392 Conflict 400 Figure 7.1.9 Common Sources of Conflict **Application**: 21 Reading and Notetaking Activity 27 Reading Checkpoint #1-2 402 Reading Checkpoint #1-3
Examine how to handle difficult interpersonal situations through effective communication. ***Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill***	**Instruction**: 391-402 391 Figure 7.1.3 Examples of Interpersonal Skills 393 Figure 7.1.4 The Communication Process 394 Figure 7.1.5 Communication Styles 395 Figure 7.1.6 Passive, Aggressive, or Assertive 397 Figure 7.1.7 Key Steps to Active Listening 398 Figure 7.1.8 Use I Statements 400 Figure 7.1.9 Conflict Resolution Skills 401 Figure 7.1.10 Negotiation Process **Application**: 392 Reading Checkpoint #1-2 396 Building Your Skills - Be Assertive 397 Reading Checkpoint #1-3 399 Reading Checkpoint #1-2 403 Develop Your Skills #1 *See Supplemental Essential Health Skills for Middle School - Human Development, Relationships, and Sexual Health* Instruction: 31-37, 50-51, 94-95, 103 31 Communication 35 Figure 8.4.4 Enforcing Your Boundaries 37 Figure 8.4.7 Words for Resisting Sexual Pressure 51 Figure 9.1.6 Ways to Be an Upstander 103 Figure 10.2.6 Planning and Practicing Refusal Skills **Application**: 29 Essential Question, Reading and Notetaking



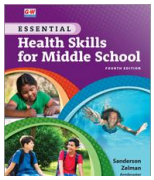
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	Activity 35 Reading Checkpoint #2 38 Reading Checkpoint #2 40 Critical Thinking #1, Develop Your Skills #3 51 Reading Checkpoint #1-2 54 Develop Your Skills #2 65 Develop Your Skills #2 77 Develop Your Skills #1 95 Reading Checkpoint #1 95 Building Your Skills - Making Decisions About Boundaries 96 Develop Your Skills #1 102 Case Study - Aiden's "Perfect" Relationship 138 Develop Your Skills #3
Competency 5: Demonstrate the ability to use decision-making skills to enhance health. (N, PH, H, S, SA) NHES 5	
Demonstrate the ability to apply decision-making models to health issues and problems. ***Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)***	**Instruction**: 21-23, 267 23 Figure 1.3.1 The Decision Making Process 501 Figure 9.2.4 Decision Making **Application**: 21 Reading and Notetaking Activity 22 Reading Checkpoint #1-2 34 Critical Thinking #3 267 Building Your Skills - Making Healthy Decisions *See Supplemental Essential Health Skills for Middle School - Human Development, Relationships, and Sexual Health* **Instruction***:* 94 94 Figure 10.1.7 Responsible Sexual Decision Making **Application**: 88 Reading and Notetaking Activity 95 Building Your Skills - Making Decisions About Boundaries 95 Reading Checkpoint #2 96 Critical Thinking #1, Develop Your Skills #3
Competency 6: Demonstrate the ability to use goal-setting skills to enhance health. (N, PH, H, S) NHES 6	



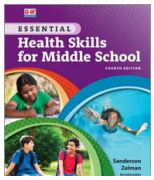
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
Apply strategies and skills needed to attain goals that will contribute to a healthy active lifestyle.	**Instruction**: 23-24, 149, 168-172 24 Figure 1.3.2 Setting SMART Goals 149 Set and Reward Realistic Goals 168 Setting and Reaching Your Goals **Application**: 10 Develop Your Skills #1 21 Reading and Notetaking Activity 24 Reading Checkpoint #1-2 34 Develop Your Skills #2 52 Develop Your Skills #3 72 Building Your Skills - Caring for Your Mouth, Eyes, and Ears 86 Building Your Skills - Analyzing a Sleep Wake Schedule 122 Develop Your Skills #3 134 Develop Your Skills #3 144 Building Your Skills - Making Healthy Food Choices 151 Develop Your Skills #1 161 Building Your Skills - My Fitness Needs 164 Reading and Notetaking Activity 169 Building Your Skills - Be SMART, Stay Motivated 172 Reading Checkpoint #1 229 Develop Your Skills #2 237 Develop Your Skills #3 268 Develop Your Skills #3 330 Develop Your Skills #3 370 Develop Your Skills #3 386 Develop Your Skills #2 414 Develop Your Skills #1
Develop an action plan for achieving a personal health goal.	**Instruction**: 23-24, 149, 168-172 24 Figure 1.3.2 Setting SMART Goals 149 Set and Reward Realistic Goals 168 Setting and Reaching Your Goals **Application**: 10 Develop Your Skills #1 21 Reading and Notetaking Activity 24 Reading Checkpoint #1-2 34 Develop Your Skills #2 52 Develop Your Skills #3 72 Building Your Skills - Caring for Your Mouth,



Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	Eyes, and Ears 86 Building Your Skills - Analyzing a Sleep Wake Schedule 122 Develop Your Skills #3 134 Develop Your Skills #3 144 Building Your Skills - Making Healthy Food Choices 151 Develop Your Skills #1 161 Building Your Skills - My Fitness Needs 164 Reading and Notetaking Activity 169 Building Your Skills - Be SMART, Stay Motivated 172 Reading Checkpoint #1 229 Develop Your Skills #2 237 Develop Your Skills #3 268 Develop Your Skills #3 330 Develop Your Skills #3 370 Develop Your Skills #3 386 Develop Your Skills #2 414 Develop Your Skills #1
Competency 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. (PH, S, SA)[NHES 7]	
Demonstrate practices of making safe choices. ***Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D***	**Instruction**: 21-23, 267 23 Figure 1.3.1 The Decision Making Process 501 Figure 9.2.4 Decision Making **Application**: 21 Reading and Notetaking Activity 22 Reading Checkpoint #1-2 34 Critical Thinking #3 267 Building Your Skills - Making Healthy Decisions *See Supplemental Essential Health Skills for Middle School - Human Development, Relationships, and Sexual Health* **Instruction***:* 94 94 Figure 10.1.7 Responsible Sexual Decision Making **Application***:* 95 Building Your Skills - Making Sexual Decisions 95 Reading Checkpoint #1-2 96 Develop Your Skills #3



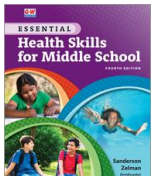
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
Identify how a properly balanced diet and exercise influence healthy body weight.	**Instruction**: 125-133, 135-150, 153-162, 168-171 125 Figure 3.1.1 Nutrients 126 Figure 3.1.2 Carbohydrates 127 Figure 3.1.3 Fiber 128 Figure 3.1.4 Protein's Role in the Body 130 Figure 3.1.7 Fats in Your Diet 131 Figure 3.1.8 Types and Functions of Vitamins 132 Figure 3.1.9 Types and Functions of Minerals 133 Figure 3.1.10 Water 136 Figure 3.2.1 Key Concepts Promoted by the Dietary Guidelines 140 Malnutrition 141 Undernutrition 142 Overnutrition 146 Figure 3.2.9 Recommended Daily Calorie Intake 149 Figure 3.2.12 Eating Mindfully 154 Figure 3.3.1 Physical Activity 156 Figure 3.3.2 Aerobic Versus Anaerobic Activity 157 Figure 3.3.3 Muscle Strength 157 Figure 3.3.4 Endurance 158 Figure 3.3.5 Stretching 159 Types of Fitness 161 Figure 3.3.7 Agility 171 Figure 3.4.5 Sample Tracking Report **Application**: 124 Essential Question 127 Reading Checkpoint #1, #3 129 Reading Checkpoint #1 130 Reading Checkpoint #1 132 Reading Checkpoint #1 133 Reading Checkpoint #1 134 Critical Thinking #1, Develop Your Skills #1 137 Reading Checkpoint #1 142 Reading Checkpoint #1-2 144 Building Your Skills - Making Healthy Food Choices 145 The Healthy Eating Journey 151 Critical Thinking #1-2, Develop Your Skills #3 152 Essential Question, Reading and Notetaking Activity 156 Reading Checkpoint #2 160 Reading Checkpoint #1



Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	161 Building Your Skills - My Fitness Needs 162 Reading Checkpoint #1-2 163 Develop Your Skills #2 169 Building Your Skills - Be SMART, Stay Motivated
List health professionals that provide education, counseling services, and treatment to prevent communicable disease.	**Instruction**: 7-9, 33, 98-105 8 Figure 1.1.4 Physician Specialists 33 Figure 1.3.10 Community Resources 98 Treating Infectious Diseases 105 Figure 2.4.10 Vaccines **Application**: 10 Critical Thinking #2 92 Essential Question 99 Reading Checkpoint #1-2 103 Case Study - Brian Fights off Infections 106 Critical Thinking #2
Competency 8: Understand the importance of demonstrating the ability to advocate for personal, family, and community health. (C, PH, F) [NHES 8]	
Demonstrate an ability to influence others to become involved in healthy community projects.	**Instruction**: 31-33, 253-254, 381-385 31 Figure 1.3.9 Communicating Health Information - Advocate 253 Figure 4.7.5 Advocate for Mental Health 385 Figure 6.4.14 Advocate for Your Environment **Application**: 21 Essential Question 32 Building Your Skills - Advocate for Health 33 Reading Checkpoint #1-2 34 Critical Thinking #1 175 Develop Your Skills #2 256 Develop Your Skills #2 381 Building Your Skills - Advocating for the Environment

Contemporary Health - Eight Grade

Course Description
Contemporary Health (Eighth Grade) reinforces the importance of gaining an understanding of how health is influenced by the interaction of body systems. Students should become familiar with the interrelationship between mental, emotional, spiritual, social, and physical health during adolescence. Students should also become more competent in developing a fitness plan. Teachers should reinforce how family and peers influence personal health and how appropriate health care can prevent premature death and disability.



Understandings and Goals

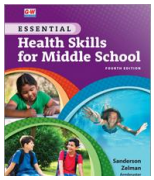
Enduring Understandings

In this unit, the student will learn:

- the physical, emotional, and social changes that occur during adolescence.
- the types of germs that can cause diseases.
- how germs spread.
- how to avoid or reduce risk behaviors.
- first aid procedures.
- warning signs of suicide.
- to identify positive and negative peer pressure.
- the techniques of conserving natural resources.
- the six nutrients needed by the body.
- to differentiate between legal and illegal drugs.
- the factors that influence an individual's decisions during adolescence.
- how to handle emotions in healthful ways.
- the importance of good nutrition and daily physical activity for a healthful lifestyle.
- how to use conflict resolution skills.
- refusal skills for risk-taking behaviors.
- to distinguish between various health care professionals.
- how to distinguish between facts and myths as it relates to health behaviors.
- the components of the human life cycle.

Essential Questions

- What is adolescence?
- How are communicable diseases spread? What are sexually transmitted diseases?
- How does abstinence from sexually activity show that you are responsible?
- What nutrients do you need?
- What are the nutrient groups?
- What are two kinds of information?
- What is nutrition?
- What are healthy ways to express emotions?
- What are the three developmental stages of adolescence?
- What is the difference between negative and positive peer pressure?
- What is an OTC medicine?
- What types of information can you find on a prescription medicine label?
- How can medicine contribute to good health?
- How are medicines and illegal drugs similar?
- What are risk behaviors?
- What are two behaviors that can reduce health risk?
- What are consequences?



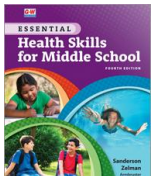
- What are some warning signs of suicide?
- Why is family one of the biggest influences in your life?

Vocabulary

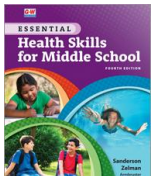
Identify and review the unit vocabulary.

- Abstinence: the conscience, active choice not to participate in high-risk behaviors.
- Adolescence: the stage of life between childhood and adulthood.
- Communicable disease: a disease that can be spread to a person from another person, an animal, or an object.
- Drug abuse: intentionally using drugs in a way that is unhealthful or illegal.
- Emotions: feelings such as love, joy or fear.
- Family: the basic unit of society and includes two or more people joined by blood, marriage, adoption or a desire to support each other.
- First aid: the immediate care given to someone who becomes injured or ill until regular medical care can be provided.
- Germs: organisms that are so small they can only be seen through a microscope.
- Infection: a condition that happens when pathogens enter the body, multiply, and cause harm.
- Medicine: a drug that prevents or cures an illness or eases its symptoms.
- Nutrition: the process of taking in food and using it for energy, growth, and good health.
- Nutrients: substances in foods that your body needs to grow, have energy, and stay healthy.
- Over-the-counter drugs: found on the shelves of local pharmacy or grocery stores.
- Peer pressure: the influence that your peer group has on you.
- Prescription medicine: a medicine that can be obtained legally only with a doctor's written permission.
- Puberty: the time when you develop physical characteristics of adults of your own gender.
- Refusal skills: ways to say no effectively.
- Risk behaviors: characteristics or behaviors that increase the likelihood of developing a medical disorder or disease.
- Sexually transmitted disease: infections that are spread from person to person through sexual contact.
- Suicide: the act of killing oneself on purpose.

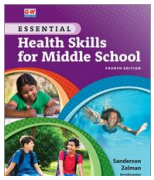
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
Competency 1: Comprehend concepts related to health promotion and disease prevention to enhance health. (D, PH, N, H) NHES 1	
Describe causes and effects of stress and identify healthy ways to manage stress.	**Instruction**: 208-211, 213-218 209 Figure 4.3.1 Sources of Stress 210 Figure 4.3.2 Eustress 213 Figure 4.3.4 Coping Skills for Stress 214 Figure 4.3.5 How Can You Maintain a Positive Attitude 214 Build Resilience



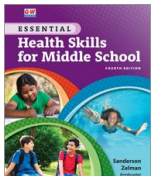
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	215 Take Care of Yourself 216 Figure 4.3.6 Time Management Strategies 217 Figure 4.3.7 Distraction Strategies 218 Figure 4.3.8 Relaxation Techniques **Application**: 210 Reading Checkpoint #1-2 211 Reading Checkpoint #1-2 212 Case Study - A Busy Week for Charlie 218 Reading Checkpoint #1-2 219 Critical Thinking #1-3, Develop Your Skills #1-3 208 Essential Question, Reading and Notetaking Activity
Explore the changes during adolescence. (physical, mental/ emotional, and social) ***Note: You should check to see if your district chose abstinence-only or abstinence-plus. (Mississippi House Bill 999 - Appendix D)***	*See Supplemental Essential Health Skills for Middle School - Human Development, Relationships, and Sexual Health* **Instruction***:* 10-18 10 Figure 8.2.1 Primary and Secondary Sexual Characteristics 12 Male Puberty, Female Puberty 13 Puberty: What to Expect 14 Figure 8.2.2 Menstruation 15 Figure 8.2.3 Intellectual Development 17 Figure 8.2.4 Health Issues in Young People 131 Sexual Changes in Puberty **Application**: 9 Essential Question, Reading and Notetaking Activity 11 Case Study - Akiko Feels Left Behind 15 Reading Checkpoint #1-3 16 Reading Checkpoint #1-2 17 Reading Checkpoint #1-3 18 Reading Checkpoint #1-3 19 Critical Thinking #1-2, Develop Your Skills #1-3
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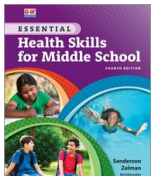
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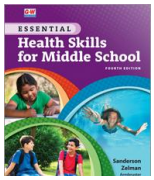
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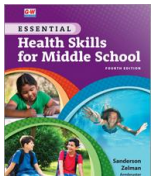
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	Application: 2 Essential Question, Reading and Notetaking Activity 4 Reading Checkpoint #1
Competency 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (M)[NHES 2]	
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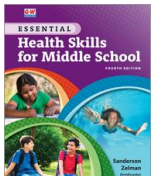
Standards	Correlating Text Pages
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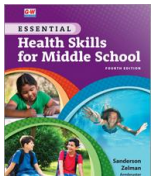
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	426 Reading Checkpoint #1-2 427 Critical Thinking #3, Develop Your Skills #3
Competency 3: Demonstrate the ability to access valid health information and products and services to enhance health. (C, S, CH)[NHES 3]	
Distinguish differences among various health care professionals.	**Instruction**: 7-9 8 Figure 1.1.4 Physician Specialists **Application**: 2 Essential Question, Reading and Notetaking Activity 9 Reading Checkpoint #1 10 Critical Thinking #2-3
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Competency 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. (PH, F, M, S)[NHES 4]	
Demonstrate ways to cope with interpersonal conflicts.	**Instruction**: 26, 391-402, 419-421 26 Figure 1.3.4 Conflict Resolution Skills



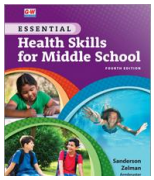
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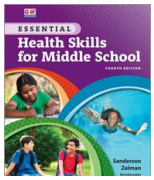
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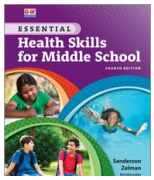
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	144 Building Your Skills - Making Healthy Food Choices 145 The Healthy Eating Journey 151 Critical Thinking #1-2, Develop Your Skills #3
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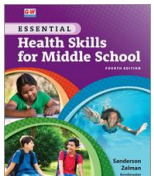
Standards	Correlating Text Pages
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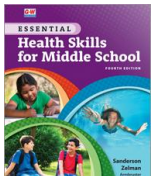
Standards	Correlating Text Pages
Competencies and Suggested Objectives	
	237 Develop Your Skills #3 268 Develop Your Skills #3 330 Develop Your Skills #3
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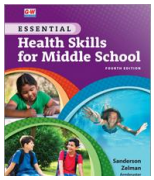
Standards	Correlating Text Pages
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Standards	Correlating Text Pages
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Standards	Correlating Text Pages
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Standards	Correlating Text Pages
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	378 Reading Checkpoint #1-2 381 Building Your Skills - Advocating for the Environment 385 Reading Checkpoint #1-2 386 Critical Thinking #1-3, Develop Your Skills #1-3 388 Essential Question, Reading and Notetaking Activity 390 Reading Checkpoint #1-2 396 Building Your Skills - Be Assertive 397 Reading Checkpoint #2 399 Reading Checkpoint #1
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