


**Health Education Middle School  
Canterbury Public Schools**

<b>Subject</b>	Health Education
<b>Grade Level</b>	Middle School Grades 5 -8
<b>Unit Title</b>	ANOD
<b>Unit Goals</b>	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> <li>● Recognize factors that lower and increase self worth</li> <li>● Identify trusted adults</li> <li>● Explain the importance of positive body image</li> <li>● Describe emotions and how they can change</li> </ul> <p>Grade 7 and 8</p> <p><b>The following content goals below are in addition to the brief review of goals learned in 5th / 6th grade functions</b></p> <ul style="list-style-type: none"> <li>● Recognize the correlation between depression and suicide</li> <li>● Explain the causes, symptoms, and effects of someone depressed</li> <li>● Recognize and describe stressors</li> <li>● Examine risks of impulsive behaviors</li> <li>● Describe characteristics of a mentally and emotionally healthy individual</li> </ul> <p><b><u>Skill-Based Standards to Develop:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze influences</li> <li><input type="checkbox"/> Access valid information</li> <li><input type="checkbox"/> Demonstrate interpersonal communication skills</li> <li><input type="checkbox"/> Build decision making skills</li> <li><input type="checkbox"/> Build goal setting skills</li> <li><input type="checkbox"/> Practice health-enhancing behaviors</li> <li><input type="checkbox"/> Advocate</li> </ul>
<b>Pacing (# of weeks)</b>	2 weeks
<b>Standards and Indicators</b>	<p><b>MEH 1.1.8</b> Recognize factors that lower self-worth (comparisons, perception vs. reality, social media, technology, internalizing negative external messages from media and peers).</p> <p><b>MEH 1.2.8</b> Recognize factors that increase self worth (recognizing strengths, growth mindset, confidence, competence).</p> <p><b>MEH 1.3.8</b> Recognize the connection between depression and suicidal ideation.</p> <p><b>MEH 1.4.8</b> Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.</p> <p><b>MEH 1.5.8</b> Recognizing stressors, their impact on mind and body, and effective coping strategies.</p> <p><b>MEH 1.6.8</b> Describe characteristics of a mentally and emotionally healthy person.</p> <p><b>MEH 1.7.8</b> Discuss how emotions change during adolescence.</p>

	<p><b>MEH 1.8.8</b> Describe characteristics of positive mental and emotional health.</p> <p><b>MEH 1.9.8</b> Summarize the benefits of talking with parents and other trusted adults about feelings.</p> <p><b>MEH 1.10.8</b> Describe a variety of appropriate ways to respond to stress when angry or upset.</p> <p><b>MEH 1.11.8</b> Summarize feelings and emotions associated with loss and grief.</p> <p><b>MEH 1.12.8</b> Explain the importance of a positive body image.</p> <p><b>MEH 1.13.8</b> Describe how mental and emotional health can affect health-related behaviors.</p> <p><b>MEH 1.14.8</b> Explain the causes, symptoms, and effects of depression, stress, and anxiety.</p> <p><b>MEH 1.15.8</b> Describe personal stressors at home, in school, and with friends.</p> <p><b>MEH 1.16.8</b> Examine the risks of impulsive behaviors.</p> <p><b>MEH 1.17.8</b> Identify trusted adults and resources for assistance</p>
<p><b>Content/Conceptual Knowledge (know)</b></p>	<p>Grade 5 and 6</p> <ul style="list-style-type: none"> <li>● Recognize factors that lower and increase self worth</li> <li>● Identify trusted adults</li> <li>● Explain the importance of positive body image</li> <li>● Describe emotions and how they can change</li> </ul> <p>Grade 7 and 8</p> <p><b>The following content goals below are in addition to the brief review of goals learned in 5th / 6th grade functions</b></p> <ul style="list-style-type: none"> <li>● Recognize the correlation between depression and suicide</li> <li>● Explain the causes, symptoms, and effects of someone depressed</li> <li>● Recognize and describe stressors</li> <li>● Examine risks of impulsive behaviors</li> <li>● Describe characteristics of a mentally and emotionally healthy individual</li> </ul>
<p><b>Skills (be able to do)</b></p>	<p><b><u>Skill-Based Standards to Develop:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze influences</li> <li><input type="checkbox"/> Access valid information</li> <li><input type="checkbox"/> Demonstrate interpersonal communication skills</li> <li><input type="checkbox"/> Build decision making skills</li> <li><input type="checkbox"/> Build goal setting skills</li> <li><input type="checkbox"/> Practice health-enhancing behaviors</li> <li><input type="checkbox"/> Advocate</li> </ul>
<p><b>Enduring Understandings</b></p>	<p><b>Students will be able to understand...</b></p> <ul style="list-style-type: none"> <li>● That decisions made now, at the middle school level, may affect life altering outcomes beyond their middle school years.</li> <li>● How to develop long-term and short-term goals that are achievable, realistic and meaningful.</li> <li>● That being safe and making positive decisions, based on valid and reliable information, is crucial to the development of their health lifestyles.</li> </ul>

	<ul style="list-style-type: none"> <li>● How to confidently communicate with others, based on their personal beliefs.</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Skill checks</li> <li>● Stations checks</li> <li>● Knowledge checks</li> <li>● Peer assessments</li> <li>● Project based “playbooks”, or cumulative “checklists” that students can use as future references.</li> </ul> <p>** In addition, students will be assessed daily on their understanding and proficiency level of class warm-ups or “Do Nows”. This assessment will be based off a written rubric.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● Healthy and Balance Living Curriculum Framework - 2022 Addition</li> <li>● Ted Talks</li> </ul>
<b>Strategies</b>	<ul style="list-style-type: none"> <li>● Skill - based learning activities</li> <li>● Project - based learning</li> </ul> <p><u>Teaching Models Utilized</u></p> <ul style="list-style-type: none"> <li>● Direct Instruction</li> <li>● Peer Teaching <ul style="list-style-type: none"> <li>○ Jigsaw Classroom</li> </ul> </li> <li>● Student Directed Instruction</li> <li>● Guided Discovery</li> </ul> <p><u>Bloom’s Taxonomy</u></p> <div data-bbox="451 1104 1068 1451" style="border: 1px solid black; background-color: #e0e0e0; text-align: center; padding: 20px;">  </div>
<b>Behaviors</b>	<p>Students will learn to...</p> <ul style="list-style-type: none"> <li>● Access</li> <li>● Analyze</li> <li>● Goal Set</li> <li>● Communicate</li> <li>● Advocate</li> <li>● Create</li> <li>● Make Healthy Decisions</li> <li>● Evaluate</li> <li>● Apply</li> <li>● Manage Personal Health</li> </ul>

