



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: HEALTHY EATING (HE)

Grade Band: 6-8

Key: **Essential Standards in BOLD.** Supportive Standards in GREY.

| Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health. | Grade Level INDICATORS | | |
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| <i>BENCHMARK</i> | <i>GRADE 6</i> | <i>GRADE 7</i> | <i>GRADE 8</i> |
| S1.1.8. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention. | 1.1.HE.1.6 1.1.HE.2.6 1.1.HE.3.6 1.1.HE.4.6 1.1.HE.5.6 1.1.HE.6.6 | 1.1.HE.1.7 1.1.HE.2.7 1.1.HE.3.7 1.1.HE.4.7 1.1.HE.5.7 1.1.HE.6.7 1.1.HE.7.7 1.1.HE.8.7 1.1.HE.9.7 1.1.HE.10.7 1.1.HE.11.7 | 1.1.HE.1.8 1.1.HE.2.8 1.1.HE.3.8 1.1.HE.4.8 |
| Standard 2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. | Grade Level INDICATORS | | |
| <i>BENCHMARK</i> | <i>GRADE 6</i> | <i>GRADE 7</i> | <i>GRADE 8</i> |
| S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors. | 2.1.HE.1.6 | | 2.1.HE.1.8 |
| S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. | 2.2.HE.2.6 | 2.2.HE.1.7 2.2.HE.2.7 2.2.HE.3.7 | 2.2.HE.2.8 |
| S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors. | 2.3.HE.3.6 | 2.3.HE.4.7 | 2.3.HE.3.8 |
| S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors. | 2.4.HE.4.6 | 2.4.HE.5.7 | 2.4.HE.4.8 |
| S2.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors. | 2.5.HE.5.6 | | |



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| S2.6.8. | Analyze how relevant influences of family and culture affect personal health practices and behaviors. | 2.7.HE.6.6 | | 2.6.HE.5.8 |
| S2.7.8. | Analyze how relevant influences of school and community affect personal health practices and behaviors. | | | 2.7.HE.6.7 |
| S2.8.8. | Analyze how relevant influences of media and technology affect personal health practices and behaviors. | 2.8.HE.7.6 | | 2.8.HE.7.7 |
| S2.9.8. | Analyze how relevant influences of peers affect personal health practices and behaviors. | 2.9.HE.8.6 | | 2.9.HE.8.8 |
| Standard 3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health. | | Grade Level INDICATORS | | |
| <i>BENCHMARK</i> | | <i>GRADE 6</i> | <i>GRADE 7</i> | <i>GRADE 8</i> |
| S3.1.8. | Analyze the validity and reliability of health information. | 3.1,2,3.HE.1.6 | 3.1,2,3.HE.1.7 | 3.1.HE.1.8 |
| S3.2.8. | Analyze the validity and reliability of health products. | | | 3.2.HE.2.8 |
| S3.3.8. | Analyze the validity and reliability of health services. | | | 3.3.HE.3.8 |
| S3.4.8. | Describe situations that call for professional health services. | | | 3.4.HE.4.8 |
| S3.5.8. | Determine the availability of valid and reliable health products. | | | 3.5.HE.5.8 |
| S3.6.8. | Access valid and reliable health information from home, school or community. | 3.6.HE.2.6 | 3.6.HE.2.7 | 3.6.HE.6.8 |
| S3.7.8. | Locate valid and reliable health products. | 3.7,8.HE.3.6 | 3.7,8.HE.3.7 | 3.7.HE.7.8 |
| S3.8.8. | Locate valid and reliable health services. | | | 3.8.HE.8.8 |
| Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | | Grade Level INDICATORS | | |
| <i>BENCHMARK</i> | | <i>GRADE 6</i> | <i>GRADE 7</i> | <i>GRADE 8</i> |
| S4.1.8. | Demonstrate the use of effective verbal and nonverbal communication skills to enhance health. | 4.1.HE.1.6 | 4.1.HE.1.7 | 4.1.HE.1.8 |
| S4.2.8. | Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others. | | | |
| S4.3.8. | Demonstrate effective peer resistance skills to avoid or reduce health risks | 4.3.HE.2.6 | 4.3.HE.2.7 | 4.3.HE.2.8 |
| S4.4.2. | Demonstrate effective negotiation skills to avoid or reduce health risks. | 4.4.HE.3.6 | 4.4.HE.3.7 | 4.4.HE.3.8 |
| S4.5.8. | Demonstrate healthy ways to manage or resolve conflict. | 4.5.HE.4.6 | | |
| S4.6.8. | Demonstrate how to effectively ask for assistance to improve personal health. | 4.7.HE.5.6 | 4.6.HE.4.7 | 4.6.HE.4.8 |
| S4.7.8. | Demonstrate how to effectively communicate empathy and support for others. | | 4.7.HE.5.7 | 4.7.HE.5.8 |
| Standard 5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health. | | Grade Level INDICATORS | | |



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| S5.1.8. Identify circumstances that help or hinder healthy decision making. | 5.1.HE.1.6 | 5.1.HE.1.7 | 5.1.HE.1.8 |
| S5.2.8. Determine when situations require a health-related decision. | 5.2.HE.2.6 | 5.2.HE.2.7 | 5.2.HE.2.8 |
| S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others. | 5.3.HE.3.6 | 5.3.HE.3.7 | 5.3.HE.3.8 |
| S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision. | 5.4.HE.4.6 | 5.4.HE.4.7 | 5.4.HE.5.8 |
| S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision. | 5.5.HE.5.6 | 5.5.HE.5.7 | 5.5.HE.4.8 |
| S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision. | 5.6.HE.6.6 | 5.6.HE.6.7 | 5.6.HE.6.8 |
| S5.7.8. Choose a healthy alternative when making a health-related decision. | 5.7.HE.7.6 | 5.7.HE.7.7 | 5.7.HE.7.8 |
| S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision. | 5.8.HE.8.6 | 5.8.HE.8.7 | 5.8.HE.8.8 |
| Standard 6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health. | Grade Level INDICATORS | | |
| <i>BENCHMARK</i> | <i>GRADE 6</i> | <i>GRADE 7</i> | <i>GRADE 8</i> |
| S6.1.8. Assess personal health practices. | 6.1.HE.1.6 | 6.1.HE.1.7 | 6.1.HE.1.8 |
| S6.2.8. Set a realistic personal health goal. | 6.2.HE.2.6 | 6.2HE.2.7 | 6.2.HE.2.8 |
| S6.3.8. Assess the barriers to achieving a personal health goal. | 6.3.HE.3.6 | 6.3.HE.3.7 | 6.3.HE.3.8 |
| S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal. | 6.4.HE.4.6 | 6.4.HE.4.7 | 6.4.HE.4.8 |
| S6.5.8. Use strategies and skills to achieve a personal health goal. | 6.5.HE.5.6 | 6.5.HE.5.7 | 6.5.HE.5.8 |
| Standard 7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. | Grade Level INDICATORS | | |
| <i>BENCHMARK</i> | <i>GRADE 6</i> | <i>GRADE 7</i> | <i>GRADE 8</i> |
| S7.1.8. Explain the importance of being responsible for personal health behaviors. | 7.1.HE.1.6 | 7.1.HE.1.7 | 7.1.HE.1.8 |
| S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks. | 7.2.HE.2.6 | 7.2.HE.2.7 | 7.2.HE.2.8 |
| S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others. | 7.3.HE.3.6 | 7.3.HE.3.7 | 7.3.HE.3.8 |
| S7.4.8. Make a commitment to practice healthy behaviors. | 7.4.HE.4.6 | 7.4.HE.4.7 | 7.4.HE.4.8 |
| Standard 8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health. | Grade Level INDICATORS | | |
| <i>BENCHMARK</i> | <i>GRADE 6</i> | <i>GRADE 7</i> | <i>GRADE 8</i> |
| S8.1.8. State a health-enhancing position, supported with accurate information, to improve the health of others. | 8.1.HE.1.6 | 8.1.HE.1.7 | 8.1.HE.1.8 |
| S8.2.8. Persuade others to make positive health choices. | 8.2.HE.2.6 | 8.2.HE.2.7 | 8.2.HE.2.8 |
| S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools. | 8.3.HE.3.6 | 8.3.HE.3.7 | 8.3.HE.3.8 |
| S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences. | 8.4.HE.4.6 | 8.4.HE.4.7 | 8.4.HE.4.8 |

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CONTENT ELABORATION

Content Elaboration for 6-8 Grade Band: Students in grades 6-8 focus on the functional knowledge that would assist with analyzing influences, accessing valid, reliable resources, and goal setting skills regarding healthy eating. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to navigate their decisions associated with making healthy food choices. In addition, students in this grade band will learn how to access valid, reliable resources for nutrition information. The information they acquire will assist in their ability to set goals to improve or maintain a healthy nutrition plan.

Previous Grade Band (Grades 3-5) Progression Statement: Students in the 3-5 grade band explore the benefits of eating plenty of fruits and vegetables as well as the benefits of limiting the consumption of solid fats, added sugars, and sodium. While third and fifth graders hone their goal setting skills and healthy eating behaviors, the fourth graders analyze how family, peers, and cultural influences affect their personal food choices/habits and use MyPlate and food label information to design healthy meals.

Next Grade Band (High School) Progression Statement: Students in high school focus on the functional knowledge that enhances their ability to access valid, reliable nutrition resources. The valid and reliable information they access will assist with the setting of personal goals to maintain or improve their nutrition plan. For example, referring to valid and reliable information about key nutrients in foods will assist in setting a goal to consume a variety of foods that contain these key nutrients.

The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills. Analyzing influences, interpersonal communication skills, decision-making, practicing behaviors, and advocacy skills are all possible to achieve with additional health education classes. Examples of how these skills can assist students include the understanding of influences on food choices; how to communicate nutrition needs to care givers by offering healthy food choices on the grocery list; making decisions about vegetarian or vegan food plans; putting food plans into practice at home; and advocating for healthy food choices in their school, community, or at home.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Understand the variety and amounts of food needed based on *U.S. Dietary Guidelines for Americans*.
- Describe the benefits of eating healthy.
- Explain the various nutrients, their function, their benefits to health, and which foods contain them.
- Summarize the benefits of limiting the consumption of solid fat, added sugar, and sodium.
- Differentiate between nutritious and non-nutritious beverages.
- Explain how to eat healthy when dining out.
- Examine how nutritional choices can contribute to health problems including energy and performance levels.

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- Examine the relationship between calorie intake and level of activity in maintaining a healthy body weight and preventing chronic disease.
- Identify healthy and risky approaches to weight management.
- Analyze the validity and reliability of nutrition information, products, and services.
- Access valid and reliable nutrition information from home, school, or community.
- Explain the influence of personal values, family, perceptions of norms, and social expectations on food choices.
- Explain the techniques that fad diets use to try to influence food choices.
- Locate and analyze the validity and reliability of nutrition information, products, and services.
- Establish, monitor, and work towards healthy eating goals.

HEALTHY EATING RESOURCES

Electronic Resources

- <https://www.nutrition.gov/>
- <https://health.gov/dietaryguidelines/2015/guidelines/>
- <https://www.nal.usda.gov/fnic>
- <https://www.choosemyplate.gov/>
- <https://www.nhlbi.nih.gov/health/educational/wecan/>

CONNECTIONS

Skill Connections within Health Education

- Mental/ Emotional Health – Discuss how a well-balanced healthy diet can impact someone’s mental/emotional health.
- Personal Health and Wellness – Examine the relationship between nutrition choices and chronic diseases.
- Safety - Discuss the importance of proper food storage in preventing foodborne illness.

Interdisciplinary Connections:

- Science – Discuss how nutrients affect the body
- Mathematics – Calculate caloric intake and determine percentages of recommended values
- Social Studies – Study the food choices available for each food group of ancient civilizations.
- Physical Education – Discuss the connections between healthy eating and physical performance. Understand the relationships between physical activity and healthy eating.