

District #301 Health Curriculum

Mission Statement:

Students in Central District #301 will become proactive in their daily choices to achieve active and healthy lives that will enable them to achieve personal goals and contribute to society.

Kindergarten

Focus: Health and Safety Development

Purpose: Students will demonstrate basic health and safety habits in both home and school environment. Students will also identify basic parts of the human body.

First Grade

Focus: Self Care

Purpose: Students will demonstrate how to take care of themselves at home and at school. Student will identify basic parts of the human body.

Second Grade

Focus: Healthy Habits for life long care of the body.

Purpose: Students will demonstrate how to take care of themselves at home and at school. Students will identify basic parts of the human body.

Third Grade

Focus: Injury & Illness Prevention

Purpose: Students will apply knowledge of disease and injury prevention practices and also identify the functions of the human body.

Fourth Grade

Focus: Growth and development

Purpose: Students will determine the physical changes in the human body as it changes from child to adult, and relate the social and emotional changes that come with growing up.

Fifth Grade

Focus: Social-Emotional Health

Purpose: Students will apply decision making skills in coping with risk reduction and interpersonal conflicts. Students will differentiate the effects of their actions on their bodies.

6th Grade Health

Focus: Health triangle, safety and pollution, career exploration, awareness.

Purpose: Students will demonstrate the skills needed to make healthy decisions in the areas of personal wellness, first aid, safety, conflict resolution and maintaining a healthy environment. Students will also identify and compare the benefits of careers in the field of health occupations.

7th Grade Health

Focus: Decision Making & Health Risk Awareness

Purpose: Students will show the ability to develop and make healthy lifestyle choices during adolescence. They will apply their decision making skills in the areas of mental health, relationships, nutrition, drugs, alcohol, and steroids.

8th Grade Health

Focus: Diseases, Body Systems & Fitness

Purpose: Students will determine the causes and effects of both communicable and non-communicable diseases. Students will correlate the benefits of lifetime fitness on the body systems.

Health I

Focus: Personal wellness choices

Purpose: Students will demonstrate the ability to make responsible decisions in the areas of personal wellness, nutrition, tobacco, alcohol, drugs, sexuality, and evaluate the leading causes of death.

Health II

Focus: Fitness, Stress & Life Saving Skills

Purpose: Students will demonstrate an understanding of physical fitness, HIV/AIDS, and the effects of stress. Students will also apply the basic skills of CPR (cardio-pulmonary resuscitation), AED (automated external defibrillator) and first aid.

10/27/06

Kindergarten - Health

Focus: Health and Safety Development

Purpose: Students will demonstrate basic health and safety habits in both home and school environment. Students will also identify basic parts of the human body.

Outcome: Students will use basic health and safety habits.

- Components: **H.K.1.1** – Demonstrate correct procedure for washing hands. 22.A.1b
H.K.1.2 – Demonstrate correct procedure for cough/sneeze. 22.A.1b
H.K.1.3 – Demonstrate oral hygiene skills (brush, cleansing foods, etc.). 22.A.1b
H.K.1.4 – State their name, phone #, and emergency # 911. 22.A.1c
H.K.1.5 – Practice ‘stranger danger’ skills. 22.A.1c
H.K.1.6 – Demonstrate respectfulness for property and space (yourself and others.) 22.B.1, 22.C.1
H.K.1.7 – Demonstrate recognition of exercise (active vs. sedentary). 22.B.1
H.K.1.8 – Demonstrate proper diet habits (healthy vs. unhealthy eating habits). 22.B.1

Outcome: Students will integrate useful communication skills for the enhancement of their own well-being.

- Components: **H.K.2.1** – Demonstrate healthy words to express needs/feelings in a positive and polite way (‘Please allow me to have my own space’). SES1.A.1a, 24.A.1b
H.K.2.2 – Demonstrate the ability to recognize how personal choice affects health. 24.B.1, SES 1.A.1b
H.K.2.3 – Demonstrate ‘refusal skills’ (Firm ‘no’s). SES 3.A.1b, SES 1.B1a, 24.C.1
H.K.2.4 – Demonstrate conflict resolution skills in a positive way (sharing, taking turns). SES 2.D.1b, 24.A.1a, SES 3C.1a

Outcome: Students will identify basic human body parts.

- Components: **H.K.3.1** – Demonstrate the ability to identify basic body parts (heart, lungs, eyes). 23.A.1

H.K.3.2 – Demonstrate the ability to recognize differences in individual growth (taller, shorter). 23.C.1

H.K.3.3 – Name and locate basic body parts (head, elbows, knees, shoulders). 23.A.1

1st Grade – Health

Focus: Self Care

Purpose: Students will demonstrate how to take care of themselves at home and at school. Student will identify basic parts of the human body.

Outcome: Students will use basic health and safety habits.

- Components:**
- H.1.1.1** – Describe ways to prevent the spread of germs. 22.A.1b
 - H.1.1.2** – Describe what children should do if they have signs of illness including fever, pain, and discomfort. 22.A.1a
 - H.1.1.3** – Demonstrate personal hygiene skills. 22.A.1b
 - H.1.1.4** – Demonstrate proper technique for brushing teeth.
 - H.1.1.5** – Demonstrate safety skills needed to avoid injury (when playing, riding a bicycle, seat belt & fire safety). 22.A.1c
 - H.1.1.6** – Explain the meaning of basic signs, symbols, and warning labels (warning signs flashcards – WARNING, DANGER, HAZARD, FLAMMABLE, skull and crossbones). 22.A.1c
 - H.1.1.7** – Identify responsible health behaviors (Say “NO” to Drugs, Exercise, Nutrition, appropriate food portions). 22.B.1 SES1.B.1a

Outcome: Students will integrate useful communication skills for the enhancement of their own well-being.

- Components:**
- H.1.2.1** – Distinguish between verbal and nonverbal communication (use of words vs. gestures, facial expressions). 24.A.1b SES 2.C1b
 - H.1.2.2** – Describe characteristics needed to be a responsible friend and family member (helping, sharing, listening). 24.A.1a SES2.A1b
 - H.1.2.3** – Demonstrate refusal skills to enhance health (how to say “no”, suggest an alternative, say ‘no’ again, walk away). 24.C.1 SES 3A1b
 - H.1.2.4** – Demonstrate positive ways to resolve conflicts. 24.A.1a, 24.A.1b SES 3A1b, SES2D1b
 - H.1.2.5** – Demonstrate the ability to apply a decision-making process to health issues and problems (what could happen as a result of each choice, make healthy choice). 24.B.1 SES 2D1b

Outcome: Students will identify basic human body parts and their functions.

Components: **H.1.3.1** – Identify basic body parts and their purpose and location (wrists, hips, ankles, elbow, knee, chest etc.). 23.A.1

H.1.3.2 – Demonstrate the basic structure and functions of the skeletal system and large muscle groups. 23.A.1

H.1.3.3 – Identify actions that affect the functions of the human body. (Cleanliness, exercise, diet) 23.B.1

2nd Grade-Health

Focus: Healthy Habits for life long care of the body.

Purpose: Knowledge of disease and injury prevention practices and differentiate between healthy and unhealthy choices. Students will also identify the functions of the human body.

Outcome: Students will apply knowledge of injury and disease prevention practices.

Components: **H.2.1.1** – Demonstrate practices for cleanliness (bathing, hand washing, tooth brushing, flossing, covering a sneeze, etc.). 22.A.1b

H.2.1.2 – Identify healthy food choices (food pyramid). 22.A.1b

H.2.1.3 – Identify signs and symptoms of illness. 22A1a

H.2.1.4 – Identify health choices made each day (dressing, sleep, playground safety). 23.C, 24.B.1

Outcome: Students will differentiate between healthy and unhealthy communications; comprehension of environmental health risks.

Components: **H.2.2.1** – Demonstrate appropriate refusal skills (say no, peer pressure, strangers, role playing). 24.C.1 SES3A1b

H.2.2.2 – Use effective verbal and nonverbal communication skills. 24.A.1b SES 2C1a

H.2.2.3 – Differentiate between positive and negative behaviors (honesty vs. dishonesty, waiting your turn vs. pushing in line). 24.A.1 SES 2C1b

Outcome: Students will identify the functions of the human body systems.

Components: **H.2.3.1** – Explain the parts (skull, backbone, leg and arm bones, fingers and toes) and functions of the skeletal system. 23.A.1

H.2.3.2 – Explain the parts (biceps, quadriceps, abdominals) and functions of the muscular system. 23.A.1

H.2.3.3 – Identify the parts of the basic circulatory/respiratory system (heart, lungs, blood vessels). 23.A.1

H.2.3.4 – Explain the parts (mouth, teeth, throat, stomach, intestines) and functions of the digestive system. 23.A.1

H.2.3.5 – Identify the major organs (heart, lungs, brain, stomach, intestines) of the body and where they are located. 23.A.1

H.2.3.6 – Identify the five senses and their functions. 23.A.1

H.2.3.6 – Identify basic body parts and their purpose and location (wrists, hips, ankles, elbow, knee, chest, etc.).

H.2.3.6 – Demonstrate the basic structure and functions of the skeletal system and large muscle groups.

3rd Grade-Health

Focus: Injury & Illness Prevention

Purpose: Students will apply knowledge of disease and injury prevention practices and also identify the functions of the human body.

Outcome: Students will apply knowledge of disease and accident prevention practices.

Components: **H.3.1.1** – Identify the importance of doctor care (immunization, checkups, etc.). 22.A.1b

H.3.1.2 – Identify ways to treat common illnesses. 22.A.1b

H.3.1.3 – Identify risk reducing behaviors (traffic rules, playground rules, sunscreen, seatbelts, fire safety). 22.B.1 SES 1.A1b

H.3.1.4 – Differentiate healthy foods vs. unhealthy foods (junk food vs. nutritional snacks). 22.B.1

Outcome: Students will apply healthy decision making skills.

Components: **H.3.2.1** – Define and recite refusal skills. 24.A.1b, 3.B.1b SES 1.B1a

H.3.2.2 – Generate positive ways to resolve conflicts (calm, compromise). 24.A1.a, 2.D.1b, 2.D.2b SES 3B1b, SES 3A1a SES 2D1a

H.3.2.3 – Identify ways that one’s feelings can affect physical, mental and social health. 24.A.1b, 1.A.2b SES 2A1a

Outcome: Students will explain healthy habits for the human body system.

Components: **H.3.3.1** – Identify the nervous system components and the function of the system. 23.A.1

H.3.3.2 – Explain the functions of the circulatory/respiratory systems. 23.A.1, 23.A.2

H.3.3.3 – Describe healthy food choices for the muscular/skeletal system. 23.A.1, 23.B.1

H.3.3.4 – Describe healthy food choices for the circulatory system. 23.A.1, 23.B.1

H.3.3.5 – Describe healthy habits for maintaining the digestive system. 23.A.1, 23.B.1

H.3.3.6 – Identify factors that influence growth and development on the human body (environmental, nutritional, etc.). 23.C.1

4th Grade-Health

Focus: Growth and development

Purpose: Students will determine the physical changes in the human body as it changes from child to adult, and relate the social and emotional changes that come with growing up.

Outcome: Students will apply decision-making skills in coping with risk reduction.

Components: **H.4.1.1** – Summarize the decision-making process. 24.B.2

H.4.1.2 – Demonstrate knowledge in the prevention and treatment of injury and illness (practice of skills). 22.A.2a, 22.A.2b, 22.A.2c, 23.B.2

H.4.1.3 – Demonstrate the ability to locate resources that provide health information (public agencies, etc.). 23.C.2a

H.4.1.4 – Identify the risks of alcohol, tobacco, and drugs (recognized risks). 23.B.2, 22.A.2c

Outcome: Students will apply decision-making skill in coping with interpersonal conflicts.

Components: **H.4.2.1** – Demonstrate ways to communicate respect for others (new students, disabled). 24.A.2b

H.4.2.2 – Demonstrate non-violent strategies to resolve conflict (staying calm, avoidance/reduction/reporting of threatening situation). 24.A.2a

H.4.2.3 – Demonstrate refusal and negotiation skills (use humor, walk away). 24.C.2 SES

Outcome: Students will differentiate the effects of their actions on their bodies.

Components: **H.4.3.1** – Identify the benefits of personal hygiene products (deodorants, floss, etc.). 22.A.2b

H.4.3.2 – Describe how the media and peers can influence decisions. 22.B.2

H.4.3.3 – Identify how exercise affects your overall well-being (exercise to brain function). 23.B.2

H.4.3.4 – Predict outcomes from positive decision-making in personal health (positives of *not* using tobacco). 23.B.2

H.4.3.5 – Identify the stages of human development in preadolescent boys or Identify the stages of human development in preadolescent girls. 23.C2b

Outcome: Students will describe the interactions between body systems, especially the cardio/vascular and muscle/skeletal relationships.

Components: **H.4.4.1** – Trace the path of oxygen in the body. 23.A3

H.4.4.2 – Describe the process of blood circulation in the body. 23.A3

H.4.4.3 – Describe the work of the heart. 23.A3

H.4.4.4 – Describe how muscles and bones work together. 23.A3

H.4.4.5 – Devise ways to maintain a healthy cardio vascular system. 23.B.2

H.4.4.6 – Devise ways to maintain a healthy muscular/skeletal system. 23.B.2

5th Grade-Health

Focus: Social-Emotional Health

Purpose: Students will apply decision making skills in coping with risk reduction and interpersonal conflicts. Students will differentiate the effects of their actions on their bodies.

Outcome: Students will apply decision-making skills in coping with risk reduction.

Components: **H.5.1.1** – Recognize media influence on selecting products (false claims, etc.). 22.B.2

H.5.1.2 – Describe how family, school, and peers affect personal health (influences). 22.B.2

H.5.1.3- Describe how culture influences personal behavior. 22.B.2

H.5.1.4 – Analyze the influence of technology on personal and family health (computers, heart monitors, digiwalkers). 22.B.2

H.5.1.5 – Identify interrelationships between personal well-being and environment (sun and skin cancer). 22.C.2

Outcome: Students will apply decision-making skills in coping with interpersonal conflicts.

Components: **H.5.2.1** – Demonstrate the ability to apply skills to manage stress and anger (talk to friend, breathe deep). 24.A.2b, 3.A.2a, 3.A.2b, 1.A.2a

H.5.2.2 – Demonstrate how to use assertive communication strategies. 24.A.2b, 2.C.2b

H.5.2.3 – Differentiate between negative and positive behaviors in conflict situations (verbal and nonverbal). 24.A.2a, 2.D.2a, 2.D.2b, 1.A.2b

Outcome: Students will differentiate the effects of their actions on their bodies and the functioning of their brains.

Components: **H.5.3.1** – Demonstrate the ability to apply skills and strategies to manage personal health goals (logs, charts, etc.). 23.B.2

H.5.3.2 – Analyze information from different product labels (foods, drugs, etc.). 23.B.2

H.5.3.3 – Identify how exercise affects your overall well-being (exercise to brain function). 23.B.2

H.5.3.4 – Identify how the brain affects the basic body systems (circulatory, respiratory, nervous). 23.A.2

6th Grade Health

Focus: Health triangle, safety and pollution, career exploration, awareness.

Purpose: Students will demonstrate the skills needed to make healthy decisions in the areas of personal wellness, first aid, safety, conflict resolution and maintaining a healthy environment. Students will also identify and compare the benefits of careers in the field of health occupations.

Outcome: Students will analyze the health triangle and its implications to one's self and one's community.

- Components: **H.6.1.1** – Discuss issues and solutions that affect adolescence mental health at school and home. 22.A.3a, 23.C.3, SES 1.A.3a, SES 1.A.3b
- H.6.1.2** – Identify options at school and in the community to help solve personal problems. 22.A.3b, 24.B.3, 23.C.3
- H.6.1.3** – Develop a personal hygiene plan which will allow one to have a healthy triangle in the area of physical wellbeing. 23.B.3
- H.6.1.4** – Discriminate between healthy and unhealthy methods for addressing interpersonal differences. 24.A.3b, 24.A.3c
- Outcome: Students will construct safety precautions for practical situations that may arise in their lives.
- Components: **H.6.2.1** – List possible emergency situations. 22.B.3
- H.6.2.2** – Develop a plan for handling emergency situations at home. 22.C.3a
- H.6.2.3** – Discuss the school’s plan for handling emergency situations. 22.B.3
- H.6.2.4** – Develop an emergency kit supply list. 22.B.3
- Outcome: Students will develop a list of health occupations and examine the effects of those occupations on the community.
- Components: **H.6.3.1** – List possible health occupations. 22.A.3d
- H.6.3.2** – Define training needed to pursue each occupation. 22.A.4d
- H.6.3.3** – Create an occupational chart to display years of training. 22.A.3d
- H.6.3.4** – Discuss each occupation’s impact on our community. 22.B.3
- Outcome: Students will predict possible environmental problems within their community.
- Components: **H.6.4.1** – Define pollution and discuss its effects on the community. 22.C.3a
- H.6.4.2** – Debate solutions to various pollution problems confronting the local community and global world. 22.C.3b
- H.6.4.3** – Develop a plan to address local pollution problems. 22.C.3b, SES 3.C.3a
- H.6.4.4** – Analyze the effect of a pollution plan to a local and global community. 22.C.3b, SES 3.C.3b

Outcome: Students will summarize the basic characteristics of both male and female reproductive anatomies and will assess the physical and emotional changes that occur during adolescence.

Components: **H.6.5.1** – Identify the components of the male reproductive anatomy using proper terminology.

H.6.5.2 – Identify the components of the female reproductive anatomy using proper terminology.

H.6.5.3 – Identify the physical and emotional changes during adolescence. Analyze the effects changes pose.

H.6.5.4 – Apply knowledge of self-esteem and personal identity development in realistic situations.

Outcome: Students will design a healthy decision making process to address individual health concerns.

Components: **H.6.6.1** – List common problems adolescents face examples: peer pressure, their morals being challenged. 22.A.3a SES 1.A3b SES 1.B3a SES 3.B3b SES 2D3b

H.6.6.2 – Discuss possible solutions adolescents choose and their effects. 22.A.3b SES 2D3a

H.6.6.3 – Evaluate decisions and how to avoid problems in the future. 22.A.3c, SES 3.B.3a SES 2C3a

H.6.6.4 – Apply decision making plan to common adolescent problems. (Bullying) 24.B.3, SES 3.3a SES 2B3a

7th Grade Health

Focus: Decision Making & Health Risk Awareness

Purpose: Students will show the ability to develop and make healthy lifestyle choices during adolescence. They will apply their decision making skills in the areas of mental health, relationships, nutrition, drugs, alcohol, and steroids.

Outcome: Students will formulate the effects of negative health related actions on the body: drugs, alcohol, and steroids.

Components: **H.7.1.1** – List the negative effects of drug use on the body. 23.B.3

H.7.1.2 – List the negative effects of alcohol abuse on the body. 23.B.3

H.7.1.3 – List the negative effects of steroid use on the body. 23.B.3

H.7.1.4 – List the negative effects of poor mental health on the body.
23.A.3, 23.B.3, 23.C.3

Outcome: Students will construct a plan to reduce health risks common to adolescents.

Components: **H.7.2.1** – List health risks that adolescents are confronted with. 22.A.3a

H.7.2.2 – Create a chart to show avoidance tactics used by adolescents.
22.A.3b, SES 1.C.3a

H.7.2.3 – List ways that the middle school helps students deal with reducing health risks. 22.B.3, SES 1.B.3b SES 3A3b

H.7.2.4 – Find opportunities in the community that help students to avoid health risks. 22.A.3c, 22.C.3a

Outcome: Students will examine the interrelatedness of physical, mental and social health factors on adolescents.

Components: **H.7.3.1** – Discuss how one area of an unhealthy lifestyle affects another.
23.A.3 SES 2A3b

H.7.3.2 – Compose a narrative about day to day life and how it would change if one chose to reduce a negative health habit. 23.C.3, SES 1.B.3A

H.7.3.3 – Examine a few sample stories and label the different health factors affected by the negative health habit. 23.C.3, 22.A.3b

H.7.3.4 – List possible solutions to resolve negative habits. 24.C.3
SES2A3b

Outcome: Students will differentiate healthy and unhealthy relationships. Students will identify the stages of pregnancy and assess the responsibilities of parenthood.

Components: **H.7.4.1** – Compare gender differences in communication styles. 24.A.3b
24B3 SES 3.A3a SES2A3a

H.7.4.2 – Demonstrate appropriate ways to set boundaries in relationships.
24.A3c 24B3 SES 3B.3b

H.7.4.3 – Identify the 3 stages of pregnancy. 23.A3

H.7.4.4 – Assess the responsibilities of parenthood. SESA3b

H.7.4.5 – List characteristics of healthy and unhealthy relationships. 23C3
SES3B,3b SES2D.3b

Outcome: Students will relate the causes and consequences of conflict and violence situations in their decision making.

Components: **H.7.5.1** – List violent situations that some adolescents are confronted with. 24.A.3a, SES 3.C.3a, SES 3.A.3b, SES 2.B.3a

H.7.5.2 – Discuss positive ways to deal with violent situations. 24.A.3b, SES 3.B.3b, SES 3.A.3a, SES 2.D.3a

H.7.5.3 – Examine negative effects, including bullying, of violent situations. 24.A.3c, SES 2.D.3b, SES 2.B.3a

H.7.5.4 – Practice refusal and negotiation skills to avoid potentially harmful situations. 24.C.3, SES 2.D.3b, SES 2.B.3b

Outcome: Students will propose ways to establish and maintain positive relationships in the community.

Components: **H.7.6.1** – List opportunities for adolescents to become involved with the community. 24.A.3c, 22.B.3, SES 2.C.3a

H.7.6.2 – Identify ways the community supports middle school students. SES 1.B.3b

H.7.6.3 – Create a school based project that will positively affect the relationship between the community and middle school students. 24.3.c, SES 2.C.3b

H.7.6.4 – Develop ways to stay involved with the community as student’s progress to the high school. SES 1.B.3b

Outcome: Students will examine their own nutrition and analyze the effect of nutrition on the body.

Components: **H.7.7.1** – Examine nutritional labels and define each part. 22.A.3a

H.7.7.2 – Identify national nutritional intake recommendations. 23.B.3, 23.C.3

H.7.7.3 – Track personal eating habits for multiple days. 24.B.3

H.7.7.4 – Create a plan that will positively change personal eating habits. 24.B.3

8th Grade Health

Focus: Diseases, Body Systems & Fitness

Purpose: Students will determine the causes and effects of both communicable and non-communicable diseases. Students will correlate the benefits of lifetime fitness on the body systems.

Outcome: Students will establish positive health practices and available health care that can help reduce health risks.

Components: **H.8.1.1** – Identify, define and categorize communicable and non-communicable diseases. 22.A.2b

H.8.1.2 – Determine ways to protect against obtaining and transmitting diseases. 22.A.2c

H.8.1.3 – List proactive lifestyle choices that can reduce the chances of obtaining non-communicable diseases. 22.A.3b

H.8.1.4 – Identify treatments for communicable and non-communicable diseases. 22.A.3c

Outcome: Students will classify the types of sexually transmitted diseases including modes of transmission and treatment options. Students will explain why abstinence is beneficial.

Components: **H.8.2.1** – Describe HIV transmission and its effects on the immune system. 23.A.3

H.8.2.2 – Outline the progression of HIV to AIDs and list treatment options. 23.B.3

H.8.2.3 – Categorize the risk factors, transmission modes and symptoms common to STDs. 22.A.3b

H.8.2.4 – List possible long term affects and available treatment for common STDs. 22.A.3a

H.8.2.5 – Define abstinence and list positive benefits abstinence provides on all sides of the health triangle. 22.A.3a, 24.B.3

Outcome: Students will analyze the effects of their lifestyle choices on the body systems.

Components: **H.8.3.1** – Demonstrate the understanding of the body systems and their functions. 23.A.3

H.8.3.2 – Categorize different parts of the body and their body system. 23.A.3

H.8.3.3 – List effects of a sedentary lifestyle on the body systems. 23.B.3

H.8.3.4 – Determine the effects of nutrition on the body systems. 23.B.3

Outcome: Students will assess changes in individual exercise by applying fitness principles.

Components: **H.8.4.1** – Demonstrate understanding of the FITT principles. 24.B.3, 20.A.3a

H.8.4.2 – Participate in physical activity and measure the effects of fitness on the body. 21.B.3

H.8.4.3 – Monitor effects of exercise by adjusting the different FITT principles. 20.B.3a

H.8.4.4 – Determine which FITT principles can improve personal fitness goals. 24.B.3

Outcome: Students will develop a fitness profile that addresses the strengths and weaknesses of their personal wellness.

Components: **H.8.5.1** – Determine current physical activities that each individual is participating in. 23.C.3, 20.A.3b

H.8.5.2 – Identify personal nutritional decisions and their possible effects on the body. 23.B.3

H.8.5.3 – Develop personal short-term and long-term nutritional goals. SES 1.C.3a

H.8.5.4 – Develop personal short-term and long-term fitness goals. SES 1.C.3a

Outcome: Students will evaluate their fitness plan and apply fitness principles to increase their overall fitness level.

Components: **H.8.6.1** – Determine current fitness level. 23.A.3

H.8.6.2 – Identify targeted areas for improvement and create a fitness plan. 20.C.3a

H.8.6.3 – Apply fitness principles to an individual fitness plan to improve personal wellbeing. 20.B.3b

H.8.6.4 – Identify opportunities within the community to apply a personal fitness plan. 20.C.3b, SES 1.B.3b

Health I

Focus: Wellness & Life Choices

Purpose: Students will demonstrate the ability to make responsible decisions in the areas of personal wellness, nutrition, tobacco, alcohol, drugs, sexuality, and evaluate the leading causes of death.

Outcome: Students will formulate a personal health plan for their lifelong wellness.

- Components:**
- H.1.1** – Define health using the 3 elements of health. 22.A.4b
 - H.1.2** – Describe how the health continuum pertains to oneself. 22.A.4b
 - H.1.3** – List the lifestyle factors that increase a person’s overall health. 23.B.4
 - H.1.4** – Analyze a variety of health information from many sources and recognize reliable sources of help. 22.A.4d
 - H.1.5** – Name influences on your health and correlate to one’s own health. 22.B.4, 23.B.5, 1.A.4a
 - H.1.6** – List the major health risk factors. 22.A.4a
 - H.1.7** – Relate protective measures to the appropriate risk factors. 22.A.5a
 - H.1.8** – Define the communication skills and refusal skills to the building of self- esteem. 24.A.4b, 1.A.4b
 - H.1.9** – Identify basic stress-management skills. 24.A.5, 22.A.4b
 - H.1.10** – Set goals using the decision making model. 24.B.4, 1.C.5a

Outcome: Students will analyze their nutritional habits as it relates to the food guide pyramid.

- Components:**
- H.2.1** – Identify the various influences on one’s diet. 23.B.4, 1.A.4a
 - H.2.2** – Define the macronutrients. 23.B.4
 - H.2.3** – Analyze the importance of macronutrients in your diet. 24.C.4
 - H.2.4** – Define the micronutrients. 23.B.4
 - H.2.5** – Analyze the importance of micronutrients in your diet. 24.C.4
 - H.2.6** – Analyze the dietary guidelines for Americans using the food guide pyramid. 22.B.5
 - H.2.7** – Analyze their diet as it relates to the food guide pyramid. 22.B.5

Outcome: Students will apply their knowledge of the leading causes of death to their lifestyle.

Components: **H.3.1** – Identify the leading causes of death based on the most recent statistics from the CDC. 22.A.5b
H.3.2 – Analyze the leading causes of death for gender and age specific groups. 22.A.5b
H.3.3 – Define each cause of death. 22.A.5b
H.3.4 – Differentiate which causes of death are communicable and non-communicable. 22.A.4a
H.3.5 – Describe methods to reduce your chances of early death. 22.B.5, 1.A.4a

Outcome: Students will assess the negative effects of the use of tobacco products.

Components: **H.4.1** – Analyze why young people start smoking. 23.B.5, 1.A.4a
H.4.2 – Analyze a cigarette’s content. 23.B.5
H.4.3 – Identify other forms of tobacco that people use. 23.B.5
H.4.4 – Identify the effects of tobacco use. 23.B.5
H.4.5 – Identify the effects of smoke on the nonsmoker. 22.C.4, 24.B.5
H.4.6 – Define the strategies for quitting smoking. 24.B.5
H.4.7 – Evaluate the move towards a smoke-free society. 22.C.5, 1.A.5b

Outcome: Students will assess the negative effects of the use of alcohol.

Components: **H.5.1** – Define alcohol.
H.5.2 – Identify myths about alcohol and teens. 22.A.5b
H.5.3 – Analyze the reasons why young people use alcohol. 22.B.4, 23.B.4, 24.B.5
H.5.4 – Define the factors that affect teen alcohol use. 3.A.4a, 3.A.4b
H.5.5 – Explain the effects of advertising on alcohol abuse. 22.A.5c
H.5.6 – Identify the short-term effects of drinking on your body. 23.B.4
H.5.7 – Define alcoholism. 23.B.4
H.5.8 – Identify the stages of alcoholism. 23.B.4
H.5.9 – Evaluate the costs to society of abusing alcohol. 22.B.4

Outcome: Students will assess the negative effects of the various drug classifications.

- Components:** **H.6.1** – Examine trends in teen drug use. 22.A.5b, 3.A.4b
H.6.2 – Analyze why people begin using drugs. 22.A.5b, 3.B.4a
H.6.3 – Identify the dangers of substance abuse. 23.B.4
H.6.4 – Critique the costs of substance abuse. 22.B.4, 3.B.5a
H.6.5 – Define and describe the effects of various types of psychoactive drugs including stimulants, depressants, narcotics, and hallucinogens. 23.B.4
H.6.6 – Define and describe marijuana, inhalants, and designer drugs. 23.B.4
H.6.7 – Analyze strategies for preventing substance abuse. 24.B.4, 1.B.4b, 1.B.5a, 3.B.4a

Outcome: Students will explain the functions of the reproductive systems and elaborate on the consequences of sexual activity.

- Components:** **H.7.1** – Define adolescence. 23.C.4
H.7.2 – Interpret physical and mental changes during puberty. 23.C.4
H.7.3 – Identify and diagram the male and female reproductive systems. 23.C.4
H.7.4 – Critique decisions about sexual activity. 22.B.4, 3.A.4a
H.7.5 – Analyze the benefits of abstinence. 24.B.4, 3.A.4a
H.7.6 – Identify consequences of sexual activity. 24.B.5, 3.A.5a
H.7.7 – Define various STD's. 22.A.4a
H.7.8 – Compare and contrast various contraceptives. 22.A.4b
H.7.9 – Analyze the reasons for and the benefits of the “Safe Haven” law. 22.C.5

Health II

Focus: Fitness, Stress & Life Saving Skills

Purpose: Students will demonstrate an understanding of physical fitness, HIV/AIDS, and the effects of stress. Students will also apply the basic skills of CPR (cardio pulmonary resuscitation), AED (automated external defibrillator) and first aid.

Outcome: Students will analyze their personal fitness levels and compare those to the norms.

- Components:**
- H2.1.1** – Identify the benefits of physical fitness. 23.B.4
 - H2.1.2** – Define the basic components of physical fitness. 23.A.4
 - H2.1.3** – Analyze ways to improve your physical fitness. 23.A.4
 - H2.1.4** – Apply personal fitness goals. 24.B.4
 - H2.1.5** – Identify the basics of an exercise program. 23.B.4, 20.A.4b
 - H2.1.6** – Define a workout. 20.A.4b
 - H2.1.7** – Identify choices for physical activity. 20.A.4a
 - H2.1.8** – Analyze the importance of lifetime physical fitness. 23.B.4

Outcome: Students will explain the causes of HIV and its transition to AIDS.

- Components:**
- H2.2.1** – Identify how the immune system works. 23.A.4
 - H2.2.2** – Define HIV. 22.A.4a
 - H2.2.3** – Dissect how HIV attacks your immune system. 23.A.4
 - H2.2.4** – Show how HIV is transmitted. 22.B.4
 - H2.2.5** – Examine how HIV progresses to AIDS. 22.B.4
 - H2.2.6** – Analyze the consequences of HIV and AIDS. 22.B.4

Outcome: Students will analyze sources of stress and how it impacts their lives.

- Components:**
- H2.3.1** – Identify and define the kinds of stressors. 22.A.4b, 24.A.4a
 - H2.3.2** – Analyze the body's stress response. 23.B.4
 - H2.3.3** – Define the kinds of fatigue. 23.B.4
 - H2.3.4** – Identify and define the various personality types and how stress affects each. SEL 2.A.4a
 - H2.3.5** – Analyze stress management skills. 22.A.4b
 - H2.3.6** – Define and elaborate on the stages of loss.

Outcome: Students will demonstrate proficiency in performing basic life saving skills (CPR, choking).

- Components: **H2.4.1** – Define the Heimlich maneuver and use decision-making strategies to determine when to use it. 22.A.4c
- H2.4.2** – Define the unconscious choking maneuver and when to use it. 22.A.4c
- H2.4.3** – Demonstrate how to do “unconscious choking maneuver” on infant models. 22.A.4c
- H2.4.4** – Demonstrate how to do “unconscious choking maneuver” on child models. 22.A.4c
- H2.4.5** – Demonstrate how to do “unconscious choking maneuver” on adult models. 22.A.4c
- H2.4.6** – Define CPR and when to use decision-making strategies to determine when to use it. 22.A.4c
- H2.4.7** – Demonstrate how to do CPR on an infant model. 22.A.4c
- H2.4.8** – Demonstrate how to do CPR on a child model. 22.A.4c
- H2.4.9** – Demonstrate how to do CPR on an adult model. 22.A.4c

Outcome: Students will demonstrate proficiency in the proper use of the AED.

- Components: **H2.5.1** – Define the AED and use decision-making strategies to determine when to use it. 22.A.5c
- H2.5.2** – Identify key components of the AED machines. 22.A.5
- H2.5.3** – Demonstrate how to use the AED machine on the child model. 22.A.5c
- H2.5.4** – Demonstrate how to use 2 types of an AED machine on the adult model. 22.A.5c

Outcome: Students will explain and demonstrate first aid techniques for a variety of life-threatening situations.

- Components: **H2.6.1** – Explain the benefits of first aid. 22.A.4b, 22.A.4c, 1.B.5b, 2.C.4a
- H2.6.2** – Explain each part of the chain of survival.
- H2.6.3** – Identify the 3 C’s of emergency care. 22.A.4c
- H2.6.4** – Apply knowledge of the leading causes of death and determine the appropriate first aid response. 22.A.4c
- H2.6.5** – Demonstrate the 3 ways to control bleeding. 22.A.4c

H2.6.6 – Demonstrate bandaging techniques for various types of bleeding situations. 22.A.4c

H2.6.7 – Demonstrate the variety of ways to safely carry an injured person. 22.A.4c

H2.6.8 – Define shock and recognize the signs and symptoms of shock. 22.A.4c

H2.6.9 – Define heart emergencies and recognize the signs and symptoms of heart attacks. 22.A.4c, 22.A.4a

H2.6.10 – Chart sudden illnesses and the appropriate care for those patients. 22.A.4c, 22.A.4a

H2.6.11 – Chart the 4 types of poisoning and the appropriate care for those patients. 22.A.4c

H2.6.12 – Demonstrate splinting techniques for various muscle and bone injuries. 22.A.4c

H2.6.13 – Chart the different types of heat emergencies and recognize the different ways to care for those patients. 22.A.4c

H2.6.14 – Chart the different types of cold emergencies and recognize the different ways to care for those patients. 22.A.4c