

HEALTH 8 CURRICULUM



School District of Three Lakes
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HEALTH 8

Description: Health education is a course focusing on the health concerns of young adults. Classroom activities, assignments, and projects will cover the seven areas of Health which include: 1) Mental health, 2) Social health, 3) Physical fitness, 4) Substance abuse, 5) Human development, 6) Preventing disease, and 7) Community health and safety. This class is required for high school graduation.

Resources:

Health – Prentice Hall, 2007

+ videos, Internet resources, hands-on activities/projects

Objectives:

Students will:

Introduction to Health

1. Discuss – What is health? Physical, social, mental, and emotional aspects.
2. Define “The Health Continuum”, its declines, midpoint and improves.
3. Identify health risks and its influences on health.
4. Evaluate health risks in terms of short-and long-term consequences and factors you can and cannot control.
5. Discuss ways to take responsibility for your overall health and healthy lifestyle.
6. Discuss and apply “The DECIDE Process” in making decisions.
7. Define being a wise health consumer for products, services, information, fraud, consumer rights and responsibilities.

Mental Health

1. Describe personality and how it is formed through heredity and environment.
2. Discuss the eight stages of personality development according to psychologist Erik Erikson.
3. Define self-esteem and your health—high, low, development, and improvement.
4. Discuss primary and learned emotions, how to recognize, express, and cope with them in healthy ways.
5. Define stress and its many causes in life.
6. Discuss how stress affects your body.
7. Define the three stages of stress—alarm, resistance, and exhaustion stages.
8. Describe the signs of stress—behavioral changes, changes in thinking, physical changes, and emotional changes.
9. Discuss severe or prolonged stress and illness in your body.
10. Discuss how individuals response to stress differently, as related to personality and resilience.

11. Learn different ways to cope with stress, reduce tension, change your thinking, and build resilience.
12. Learn, practice, and discuss the “Progressive Relaxation” techniques to release muscle tension.
13. Discover where to reach out for support.
14. Define and learn about several common mental disorders—signs, symptoms, and causes.
15. Identify three major eating disorders—signs, symptoms, causes, and treatments.
16. Discuss depression, suicide, and suicide prevention.
17. Discuss treatment for mental disorders and the different types of mental health professionals.

Social Health

1. Discuss family and social health in today society to include family changes, family forms, and family responsibilities.
2. Discuss family problems to include family stresses, family violence, and runaways.
3. Discuss ways for keep families healthy, useful skills, and places for getting help.
4. Discuss effective communication skills to include “I” messages, active listening, passive, aggressive and assertive communication, cooperation and compromise.
5. Define friendship, the different types, and problems within a friendship.
6. Discuss responsible relationships to include infatuation, “going out”, and steady dating.
7. Describe violence in a dating relationship—warning signs and how to end the cycle of abuse.
8. Define abstinence and discuss choosing abstinence and abstinence skills.
9. Discuss all the risks and consequences of become sexual intimate.
10. Describe violence and health—homicides, suicides, and rape and the risk factors that influence it.
11. Describe violence in schools—weapons, bullying, hazing, sexual harassment, and hate violence.
12. Discuss how fights start to include arguments, revenge, peer pressure, and one’s desire to have control.
13. Discuss preventing fights to include choosing not to fight, ignoring a conflict, confronting a person wisely, and help others avoid fights.

Physical Fitness

1. Discuss teeth and gum terms, problems, and care.
2. Discuss skin, hair, and nail terms, problems, and care.
3. Discuss eyes and ears terms, problems, and care.
4. Discuss sleep terms and problems and how teens can feel fit.

Substance Abuse

1. Describe facts about alcohol—terms, influences, and risks to teens.
2. Identify alcohol's effect on the body—physical and behavioral.
3. Discuss BAC (blood alcohol concentration) and its influencing factors.
4. Discuss life-threatening effects to include DWI, zero tolerance laws, overdose, and interactions with other drugs.
5. Discuss long-term risks to include damage to the body and alcoholism.
6. Learn about treating alcoholism, its three stages, and support groups.
7. Discuss choosing not to drink and important refusal skills against high-pressure people and situations.
8. Learn about teens and tobacco—influences of friends, family, and the media.
9. Discuss the different tobacco products, dangerous chemical they contain, and their negative effects on the body.
10. Discuss short and long term risks to include respiratory disease, cardiovascular disease, cancer, secondhand smoke, and smoking when pregnant.
11. Learn how to say “NO” to tobacco and the health benefits and tips to quit.
12. Discuss the facts about legal and illegal drugs.
13. Learn how drugs affect the brain and the damages of drug misuse and abuse.
14. Discuss legal risks and the cost to family, friends, and society.
15. Learn about the *risk factors* of family, social, and personal that may make teen drug use more likely.
16. Learn about the *protective factors* of family, social, and personal that may make teen drug use less likely.
17. Identify commonly used drugs, research, and report findings.
18. Discuss choosing to be drug free.

Human Development

1. Learn about the endocrine system—gland functions, hormones, and puberty.
2. Discuss the male and female reproductive systems—their structure, functions, and how to keep them healthy.
3. Describe the basic rules of heredity, links to diseases, genetic disorders, and possible medical detection.
4. Discuss baby development before birth, healthy pregnancy, prenatal care, and childbirth.
5. Learn about early childhood (age birth-6 years) and middle-late childhood (6-12 years).
6. Discuss adolescence—body changes, mental changes, and emotional changes.
7. Discuss adolescence and their responsibilities to themselves, family, friends, and community.
8. Discuss young adulthood—physical and emotional maturity, career, socio-economic benefits of marriage for adults and their children, and parenthood.
9. Discuss healthy aging—physical diseases, emotional, and social changes.
10. Discuss death and dying—coping skills, emotional support, and grieving.

*** Appendix A, HG&D Guideline, is on page 6 of this packet**

Preventing Disease

1. Understand infectious diseases—how bacteria, virus, fungi, protozoans, and other pathogens are caused and spread.
2. Learn about the physical and chemical defenses, inflammation, the immune system, passive and active immunities your bodies have against diseases.
3. Discuss common bacterial and viral diseases—signs, symptoms, and treatments and how to get healthy and stay healthy.
4. Define emerging infectious diseases—what, why, how, where, and prevention.
5. Define sexual transmitted infections (STI), aka – sexual transmitted diseases—harmful effects, risky behaviors, and avoidance skills.
6. Identify the most common STIs—signs, symptoms, source, and treatment.
7. Identify HIV and AIDS—definition, stages, transmission, global problem, treatment, and prevention.
8. Discuss chronic diseases to include types, detections, treatments, and prevention of cardiovascular disease, cancer, diabetes, allergies, asthma, and arthritis.
9. Discuss the different types of disabilities to include impaired vision, hearing, mobility, and living with disabilities.

Community Health and Safety

1. Describe the healthcare system—providers (careers), facilities, and how technology and healthcare work together.
2. Discuss how individuals should know their rights and responsibility of their healthcare by choosing qualified people and places, understanding what to expect at an appointment, payment, insurance, and government assistance.
3. Explain public health—definition, history, goals, governmental agencies/organizations, and their responsibilities in the United States.
4. Explain global public health—its importance and variety of international health organizations.
5. Define community--how that relates to health and how it affects health.
6. Discuss air quality—air pollution (inside and outside) and protecting air quality.
7. Discuss land and water—waste disposal, sources of water pollution, and maintaining environmental health.
8. Learn about working for community health—a sense of community, getting involved, and why it is important.
9. Learn about safety at home and in your community—what are unintentional injuries, injuries in the home, natural disasters, and protecting yourself from crime.
10. Discuss safety at work and play—occupational safety, recreational safety, automobile safety, and school bus safety.

APPENDIX A

Human Growth and Development (HG&D) Committee Guidelines

This appendix is the result of a Wisconsin law and is based on a group of administrators, teachers, parents, clergy, students, and health professionals. This group meets every three years to review HG&D guidelines and the school board adopts curriculum in this area.

Students will:

- Have an opportunity to have an open discussion with their parents about sexual terms/ideas not addressed in class by reviewing an informational letter that is sent home prior to the start of the Human Development unit.
- Identify abstinence as the only 100% way to prevent pregnancy, STIs, HIV, AIDS, and the best way to prevent physical, social, and emotional problems related to sexual activity.
- Discover all of the negative consequences associated with becoming sexual active when they are not in a married, monogamous relationship.
- Be given the opportunity to learn basic information about current contraception available, to educate themselves and take responsibility for their sexual choices later in life.
- Provide basic information about pregnancy, prenatal development and childbirth.
- Be informed about current laws, which include sexual harassment, sexual assault, and that anyone under the age of 18 cannot legally give consent to become sexual active. Also, explain the criminal penalties for engaging in sexual activities involving a child.
- Explain sexual offender registration requirements, reporting, and implications.
- Discuss decision-making, goal setting, dating, commitment, and parental responsibility of their child's sexuality and the socio-economic benefits of marriage.

The School District of Three Lakes is an abstinent based school and encourages students to make positive choices when their physical and emotional health is concerned. Parents and their child(ren) are encourage to maintain open lines of communication to help in this and any life changing subject area. However, state law recommends that students be provided with information about contraception, so basic information is discussed and questions are answered. All information provided and discussed is done so in a factual manner. Inappropriate behavior is dealt with immediately.

APPENDIX B

General Wisconsin Standards for Health Education Grade 6-8 – Nov 2011

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.