

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I/II, December 2014

<i>Seventh - Eighth Grade Health</i>	
Course Essential Questions (from Phase I report):	
What does it mean to take responsibility for one's well-being? How does respect for oneself and others affect the well-being of all parties? How does one make decisions to protect one's own safety and that of those around them?	
Phase II Curriculum	
Unit: Health and Wellness (Grade 8 only)	
Essential Questions: What is Health? How does one make decisions that support good health behaviors? How does one seek help to make decisions that support good health behaviors?	Essential Understanding: Aspects of total health Decision making process Warning signs of problems in health Identifying a trusted adult and how to ask for advice about health concerns
Curriculum Standards	
Strand 5: Personal Health and Wellness	
Standard 1: Core Concepts	
5.1 Describe the importance of rest and sleep for personal health.	
Standard 2: Access Information	
5.3 Locate resources in one's school and community, and on the Internet, related to personal health issues and concerns; and assess the validity of the resources.	
Standard 3: Health Behaviors	
5.5 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver).	
5.7 Demonstrate the proper steps to protect against harm from the sun.	
Standard 4: Influences	
5.8 Analyze the social influences that encourage or discourage a person to practice sun safety.	
Standard 5: Goal Setting	
5.9 Create a plan to incorporate adequate rest and sleep in daily routines.	
Strand 4: Social and Emotional Health	
Standard 1: Core concepts	
4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.	
Standard 2: Access Information	
4.3 Analyze situations as to whether they call for simple acts of caring among friends, or require getting the help of caring adults.	
4.4 Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.	
4.5 Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.	
Knowledge/Content	Skills/Processes
Students will know about....	Students will be able to.....
<ul style="list-style-type: none"> • Aspects of Health and Wellness • The importance of sleep • Harmful effects of sun • Warning signs, risks, and protective 	<ul style="list-style-type: none"> • ask a trusted adult for advice, including for risk of suicide • describe the importance of sleep • demonstrate basic first aid skills

factors for suicide <ul style="list-style-type: none"> • internal and external factors that determine how one acts • Basic First Aid Skills 	<ul style="list-style-type: none"> • solve a problem using steps
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Phase III Textbook/Materials

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Phase IV Assessment Evidence

Performance Tasks	Other Evidence
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Phase V Learning Plan

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Phase II Curriculum

Unit: Conflict and Violence (Grade 7 – 8)

<p>Essential Questions:</p> <p>What is the nature of conflict? How does one resolve conflict? How does one handle violence? How does one deal with abuse?</p>	<p>Essential Understanding:</p> <p>Conflicts are normal disagreements between opposing viewpoints or goals Methods that work to resolve conflicts When to seek medical attention, report violence or abuse, and seek emotional support Assertive communication skills</p>
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Curriculum Standards

STRAND 3: Safety

Standard 1: Core Concepts

3.1 Describe the characteristics of healthy (positive) and harmful (negative) relationships.
 3.2 Evaluate the impact of alcohol and other drug use related to safety when dating.
 3.3 Describe the extent of the problem of dating abuse, assault, and rape.
 3.4 Define the legal consequences of sexual harassment and violence.

Standard 2: Access Information

3.5 Describe the characteristics of situations for which adult help is needed, including intimidating and dangerous situations, where valid help can be located, and how to access it for self or others.

Standard 3: Health Behaviors

3.6 Evaluate potential responses to violence to determine the probability of a safe outcome.
 3.7 Describe strategies to stay safe when using the Internet.
 3.8 Demonstrate skills and strategies for avoiding or escaping potentially dangerous situations.
 3.9 Recognize warning signs of potential danger in relationships.

Standard 4: Influences

3.10 Evaluate individual, group, and societal influences that promote peace and respectful behaviors,

and those that promote violence and disrespectful behaviors.

Standard 6: Decision Making

3.11 Apply the problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.

Standard 7: Social Skills

3.12 Apply conflict resolution skills to real or hypothetical situations involving peers.

3.13 Demonstrate skills for dealing with intimidation, including sexual harassment.

Strand 4

Standard 1

4.1 Distinguish between passive, aggressive, and assertive communication

STRAND 5: Personal Health and Wellness

Standard 3: Health Behaviors

5.6 Analyze the characteristics of an illness or injury to determine whether it is necessary to seek medical care.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
Assertive communication skills Conflict resolution strategies Various forms of bullying, violence, and abuse, as well as their legal consequences Warning signs of problems in relationships	describe strategies to be safe on the internet (3.7-usually done in career units) apply problem solving to situations of conflict and violence Select and use methods of conflict resolution Demonstrate assertive communication and refusal

Phase III Textbook/Materials

Phase IV Assessment Evidence

Performance Tasks	Other Evidence

Phase V Learning Plan

Phase II Curriculum

Unit: Nutrition & Exercise (Grade 7 – 8)

Essential Questions:

What is good nutrition?
 How does one make healthy decisions about food?
 How does one analyze and plan nutrition for different activity levels?

Essential Understanding:

How nutrients impact the body
 Using resources such as food labels and Federal Guidelines to make healthy decisions
 Using tools to analyze and plan diet and exercise

Curriculum Standards

Strand 1: Nutrition and Physical Activity

Standard 1: Core Concepts

- 1.1 Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.
 1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.

Standard 2: Access Information

- 1.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals.
 1.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.
 1.5 Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.

Standard 3: Health Behaviors

- 1.6 Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices one can make when eating out, including at fast food restaurants.
 1.7 Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers.
 1.8 Describe moderate-intensity physical activities that are personally enjoyed and that can be enjoyed for a lifetime.

Standard 4: Influences

- 1.9 Analyze the influence of television, computer, and video games on physical activity.

Standard 5: Goal Setting

- 1.10 Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.
 1.11 Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.

Standard 8: Advocacy

- 1.12 Advocate for the availability of appealing, nutrient-dense foods in the school cafeteria and throughout the school environment.

Knowledge/Content

Students will know about....

- Types of Nutrients
- Influences on physical activity and food choices
- Reading Nutrition Facts labels
- Federal Guidelines for Teens
- Lifetime Physical activities

Skills/Processes

Students will be able to.....

- use food labels to compare products and select foods to reach goals
- determine the accuracy of health claims
- access resources regarding weight management
- evaluate a typical days food intake
- analyze restaurant menus
- make a plan to improve my nutrition and activity level
- advocate for the availability of appealing, nutrient dense food at school

Phase III Textbook/Materials

Phase IV Assessment Evidence

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Phase II Curriculum

Unit: Alcohol, Tobacco, and Other Drugs (Grade 7 – 8)

Essential Questions:

How do Alcohol, Tobacco, and Other Drugs affect the user and others?
How does one meet their physical and psychological needs without alcohol, tobacco or other drugs?
How does one respond to pressure to use alcohol, tobacco or other drugs?

Essential Understanding:

Effects of alcohol, tobacco and other drugs
Resources available to deal with drugs and substance abuse
Effective Refusal Skills

Curriculum Standards**STRAND 2: Alcohol, Tobacco, and Other Drugs****Standard 1: Core Concepts**

2.1 Analyze how alcohol, tobacco, and other drug use and exposure negatively impacts the user, as well as friends, family members, and community members.

Standard 2: Access Information

2.2 Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources.

Standard 3: Health Behaviors

2.3 Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free.

2.4 Recognize risky situations that may lead to trouble, so that one can protect oneself and others from alcohol, tobacco, and other drug use.

Standard 4: Influences

2.5 Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, or other drugs.

Standard 6: Decision Making

2.6 Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use.

Standard 7: Social Skills

2.7 Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> • Various types of alcohol, tobacco, and drug products and how they affect the user and those around them • Effective problem solving strategies and how to apply them to situations involving alcohol, tobacco, and other drugs • Effective Refusal Skills • Reliable resources available for information and assistance regarding alcohol, tobacco, and other drugs 	<ul style="list-style-type: none"> • describe needs a young person may have and alternatives to meet them without alcohol, tobacco, or drugs • evaluate factors like advertising which may influence them to use alcohol, tobacco, or other drugs • demonstrate refusal skills to counter pressure to use alcohol, tobacco, and other drugs
Phase III Textbook/Materials	
Phase IV Assessment Evidence	
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Phase II Curriculum	
Unit: Communicable Diseases (Grade 7 – 8)	
Essential Questions: How are infectious diseases, including HIV/AIDS, spread? (Grade 8 only) How does one prevent the spread of disease? How does one decide when to seek medical help?	Essential Understanding: Types of pathogens and how they are spread Prevention techniques Assertive communication to respond to pressure to engage in risky behavior
Curriculum Standards	
Standard 1: Core Concepts 6.1 Explain how HIV is and is not transmitted. (Grade 8 only) 6.2 Distinguish between facts and myths regarding HIV infection and AIDS. (Grade 8 only) Standard 2: Access Information 6.3 Explain when it is important to get adult, medical, and/or counseling help. 6.4 Describe sources of accurate information and assistance in one’s community. Standard 3: Health Behaviors 6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs). (Grade 8 only)	

6.6 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations. **(Grade 8 only)**

Strand 5: Personal Health and Wellness

5.2 Explain how common infectious diseases are transmitted by air, indirect contact, and person-to-person contact.

5.4 Apply health practices that can prevent the spread of illness, including foodborne illness.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<ul style="list-style-type: none"> ● Characteristics of Healthy Relationships (Grade 8) ● Different types of pathogens and how they are spread ● Facts and myths about HIV and other STIs (Grade 8) ● Accurate sources of information about diseases and when to seek them out ● Assertive communication skills 	<ul style="list-style-type: none"> ● explain how infectious diseases are transmitted (Grade 7); including HIV (Grade 8) ● distinguish facts about HIV from myths (Grade 8) ● analyze behaviors that may result in increased risk of HIV or other STIs (Grade 8) ● analyze where assertive communication can be used to avoid risky situations, such as alcohol use and relationships (Grade 8)
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