

GROWTH & DEVELOPMENT

Students will comprehend concepts related to health promotion to enhance good health.

Grade 6 Indicators

No Indicators

Grade 7 Indicators

1. Understand that physical exercise supports learning and memory.
2. Participate in daily physical activity for 20 to 30 minutes.
3. Recognize the need for ten hours of sleep.
4. Identify responsible personal health goals.
5. Set a personal growth and development goal and track progress toward its achievement.
cf. Human Sexuality Handbook from Religious Education

Grade 8 Indicators

No Indicators

NUTRITION

Students will comprehend concepts related to maintaining well balanced nutrition.

Grade 6 indicators

No Indicators.

Grade 7 Indicators

1. Respond to the need for water and healthy liquids with frequent water breaks.
2. Understand the need for nutrition for our body and brain to grow.

Grade 8 Indicators

1. Understand that proper nutrition can help the body resist and/or fight certain diseases.

HYGIENE

Students will comprehend and practice health-enhancing hygienic behaviors.

Grade 6 Indicators

No Indicators.

Grade 7 Indicators

No Indicators.

Grade 8 Indicators

No Indicators.

SAFETY	Students will comprehend and exhibit safe practices to avoid or reduce health and safety risks.
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Grade 6 Indicators	Grade 7 Indicators	Grade 8 Indicators
No Indicators.	<ol style="list-style-type: none"> 1. Analyze the relationship between safe behaviors and personal safety. 2. Describe ways to reduce or prevent common injuries. 3. Examine the likelihood of injury when engaging in unsafe behaviors. 4. Describe the cause, incidence, symptoms, transmission, prevention and treatment of sexually transmitted diseases. 5. Reinforce that abstinence is the only behavior that prevents sexually transmitted diseases. 6. Examine the potential seriousness of injury if engaging in unsafe behaviors. 7. Describe ways a safe school and community environment can promote personal safety. 8. Analyze ways messages from the media influence safety decisions. 9. Demonstrate ways to ask for assistance in order to protect the safety of self and others. 10. Promote avoidance of guns and discuss appropriate measures to take when one is involved in a situation where a gun is located. 11. Identify water safety rules for swimming, diving, and boating. 	No Indicators.

FIRST AID:

Students will comprehend procedures and first aid practices in the event of an injury or emergency situation.

Grade 6 Indicators

Grade 7 Indicators

Grade 8 Indicators

1. Know and be able to follow the rules for emergency care.
2. Recognize the importance of assessing an emergency situation and responding in an appropriate manner.
3. Know the evaluation of an unconscious victim's condition is the ABC procedure (Check airway, breathing, and circulation).
4. Know the response to a suspected heart attack is 200 chest compressions, check and repeat if necessary
5. Identify the five types of wounds and know how to implement methods to control bleeding.
6. Demonstrate or describe first aid procedures for shock, electric shock, broken bones, muscle injuries, joint injuries, splinters, nose bleeds, fainting, bites, stings, head injuries, back injuries, and severe bleeding.
7. List the three types of burns and the first aid required for each burn.
8. Discuss the dangers of ultraviolet rays to the skin.
9. Differentiate between symptoms of poisoning. Understand the importance of identifying the type of poison and immediately contacting the poison control center.

No Indicators.

No Indicators.

Grade 6 Indicators	Grade 7 Indicators	Grade 8 Indicators
<p>10. Recognize signs of drug misuse or overdose and know the correct response.</p> <p>11. Discuss the symptoms of weather related conditions (heat exhaustion, heat stroke, hypothermia, and frostbite) and the treatment of each condition.</p> <p>12. Learn about when and how to perform the Heimlich maneuver for choking.</p>		

DISEASES & DISORDERS

Students will comprehend basic facts concerning diseases and disorders that can adversely impact good health.

Grade 6 Indicators

No Indicators.

Grade 7 Indicators

No Indicators.

Grade 8 Indicators

1. Classify diseases as communicable, non-communicable or congenital.
2. List the characteristics of communicable diseases and know how they are spread.
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3. Understand how the immune system fights germs.
4. Explain the difference between a bacterial and viral infection.
5. Explain the nature of a vaccine.
6. Identify and discuss the transmission, treatment, and prevention of chlamydia, gonorrhea, syphilis, and herpes simplex.
7. List the characteristics of non-communicable diseases.
8. Examine common non-communicable diseases such as cancer, heart disease, hypertension, asthma, diabetes, etc., their causes, symptoms, and treatment.
9. Understand the basic facts regarding the body's immune system and the AIDS virus.
10. Explain the HIV infection and identify its three potential stages.
11. Identify the signs and symptoms of HIV and AIDS.

Grade 6 Indicators	Grade 7 Indicators	Grade 8 Indicators
		<p>12. Explain the tests used to detect HIV.</p> <p>13. Identify the treatments currently available to AIDS patients.</p> <p>14. Understand that there is no cure for AIDS.</p> <p>15. Identify ways the AIDS virus is transmitted and prevented.</p> <p>16. Explain the risk involved in the pregnancy of an HIV infected woman.</p> <p>7. Explain that a person can feel and appear healthy while being a carrier of HIV.</p> <p>18. Continue to replace myths with current medical information and scientific facts about AIDS. cf. <u>Human Sexuality Handbook</u> from Religious Education</p>

COMMUNITY IN THE CLASSROOM

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Grade 6 Indicators

1. Build a caring community in the classroom.
2. Discuss threats that might exist in the classroom and ways to eliminate them.
3. Share in community circle settings

Grade 7 Indicators

No Indicators.

Grade 8 Indicators

No Indicators.

SELF RESPECT

Students will exhibit positive self talk and body language.

Grade 6 Indicators

No Indicators.

Grade 7 Indicators

No Indicators.

Grade 8 Indicators

No Indicators.

SOCIAL EMOTIONAL

Students will demonstrate with words and actions that each person is unique; and will recognize feelings and emotions that all individuals exhibit.

Grade 6 Indicators	Grade 7 Indicators	Grade 8 Indicators
<ol style="list-style-type: none"> 1. Identify examples of social and emotional health. 2. Discuss ways that people are diverse due to heredity, experiences, influences, and emotional intelligence. 3. Discuss the difference between a "peer" and a "friend." 4. Understand that all people have an emotional intelligence that includes self-awareness, motivation and empathy. 5. Explore strategies for maintaining positive relationships with "peers," including truthfulness, trustworthiness, active listening, open discussions, and compromising strategies. 6. Practice using strategies to resist peer pressure. 7. Discuss various emotions that all people share. 8. Understand that emotion drives attention which in turn affects learning, memory and problem solving. 9. Focus on practicing L.I.F.E. Guidelines and Lifeskills. 10. Examine the role motivation plays in making and following through on intelligent life choices. 11. Recognize that others give clues as to how they are feeling and be able to respond appropriately in a variety of situations (home, school, sporting events, etc.). 	<p>No Indicators.</p>	<ol style="list-style-type: none"> 1. Know that people are diverse due to heredity, experiences, influences, and emotional intelligence. 2. Explore strategies for maintaining positive relationships with "peers," including truthfulness, trustworthiness, active listening, open discussions and compromise. 3. Realize that depression, anxiety, and anger hinder the growth of intelligence while absence of threat, acceptance, and happiness foster the development of intelligence. 4. Understand that eating disorders may reflect self-image. Know when help is needed. 5. Discuss ways emotion drives attention which in turn drives learning, memory and problem solving. 6. Focus on building *L.I.F.E. Guidelines and Lifeskills. 7. Examine the role that motivation plays in making intelligent life choices. 8. Recognize that others give clues as to how they are feeling and be able to respond appropriately to a variety of situations (home, school, sporting events, etc.). 9. Understand that the ability to interact with others requires effort and discuss ways that stressful relationships can be managed (conflict resolution, negotiation, compromise, and working together, etc.).

Grade 6 Indicators

Grade 7 Indicators

Grade 8 Indicators

12. Understand that the ability to interact with others requires effort. Discuss ways that stressful relationships can be managed (conflict resolution methods, negotiation, compromise, working together, etc.).

DRUGS	Students will comprehend the basic facts concerning drugs and will demonstrate the ability to practice health-enhancing behaviors and decisions to avoid or reduce health risks.
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Grade 6 Indicators	Grade 7 Indicators	Grade 8 Indicators
No Indicators.	<ol style="list-style-type: none"> 1. Understand that each person has the power of choices. 2. Explain the difference between prescription and over-the-counter medications. 3. Classify alcohol, nicotine, caffeine, prescriptions and over-the-counter medications as drugs. 4. Identify sources of alcohol, nicotine, caffeine, etc. 5. Understand the difference between use, misuse, abuse, and dependency on drugs. 6. Understand how drugs affect the body and mind both positively and negatively. 7. Classify the categories of drugs (depressants, stimulants, hallucinogens, and inhalants) and describe their effects on the body. 8. Explain the stages of addiction. 9. Use a decision-making process to make healthy choices about tobacco, alcohol, and other drugs. 10. Demonstrate refusal and negotiation skills to avoid health risks. 11. Compare and contrast the health benefits of not using tobacco, alcohol, and other drugs with the consequences of using them. 12. Practice using strategies to resist peer pressure to use tobacco, alcohol, and other drugs. 	No Indicators.

Grade 6 Indicators

Grade 7 Indicators

Grade 8 Indicators

13. Discuss reasons people use drugs.

14. Be familiar with current laws and their consequences regulating the use of alcohol, tobacco, and other drugs.