

Glencoe School District 35

# 7<sup>th</sup> and 8<sup>th</sup> Grade

# HEALTH CURRICULUM



## 7<sup>th</sup> Grade Health Curriculum

<b>Topic</b>	<b>Outcomes (State Benchmarks)</b>	<b>Possible Activities</b>
How to take charge of your health	<b><i>Factors that Contribute to Health</i></b> Become familiar with major factors that influence health such as heredity, random events, health care availability, relationships, decisions, assertiveness, situations, environment, previous experiences, knowledge, and culture (22.A.3a., 22.A.3b., 22.C.3a., 23.B.3)	Conduct a personal health behavior Inventory  View and discuss the “Taking Charge of Your Health” video
	Analyze possible health conditions from premature death to optimal health on a Wellness Scale. (22.A.3b., 23. B.3)	Identify personal location on a Wellness Scale
	Define basic health vocabulary Words (23.B.3)	Bingo Game to review and rein-
	Contrast healthful behaviors with risky behaviors (22.A.3a., 22.A.3b., 22.A.3c., 23.B.3)	Give examples of healthful and risky behaviors and discuss how they affect health
	Identify careers that promote health Care and promote injury prevention (22.A.3d., 22.B.3)	Poster, pamphlets, imovies on various health care and injury prevention careers
	Identify strategies for individuals and groups to improve health conditions in the community and workplaces (volunteerism, procedures to prevent the spread of disease, disaster prevention, exercises, etc.) (22.C.3b.)	Discussion of how students and local people and groups assist the community in improving health
	Become familiar with current health web sites and literature, especially those geared toward young people and their health concerns	Write current health reports

Topic	Outcomes (State Benchmarks)	Possible Activities
How to Make Responsible Decisions	<b><i>Decision Making</i></b>	
	Identify possible causes and consequences of conflicts among today's youth (24.A.3a.)	List possible causes and consequences of conflicts for youth today
	Demonstrate and analyze how a responsible decision making model works (24.B.2)	Given different common situations, discuss how a decision making model could be helpful in making choices
	Identify six questions used to evaluate possible outcomes of a risk, dare or other health behavior choice (23.B.2)	
	Compare/contrast various ways to deal with conflicts among youth in communities and in schools (24.A.3b., 24.A.3c., 24B.3, 24.A.5)	View "Making Decisions" video and discuss
	Apply resistance skills to potentially risky situations (24.C.3)	Role play how to handle various situations in which resistance skills are helpful
	Demonstrate positive verbal and nonverbal communication (24.A.2b.)	
List advantages of positive types of communication (24.A.3c.)		

Topics	Outcomes (State Benchmarks)	Possible Activities
How to manage Stress	<b>Stress Management</b>	
	Compare good vs. bad stress (22.B.2., 23.C.3)	List everyday types of stress and categorize each as good, bad, or both
	Identify different ways the body and mind react to stress (22.A.3a., 23.B.3, 23.C.3)	
	Develop positive ways to stay in control and manage stress (22.A.3a., 24.A.3b.)	Design collages, posters for stress management
	Identify signs of depression (22.B.2, 23.C.3)	Host guest speaker on stress
	Identify suicide prevention strategies (22.A.3b.)	Develop a list of people who can help if a person is depressed
How to recognize eating disorders	<b>Healthy Body Image</b>	
	Analyze how media strongly influences society regarding body image (23.B.2)	View various media examples which try to influence people regarding body image
	Identify reasons why it is important to have a healthy and realistic body image (23.B.3)	
	Identify symptoms and risks of binge Eating, bulimia, and anorexia nervosa (23.B.3, 23.B.4)	View “Dying to Be Thin” video, and discuss
	Identify treatment options for those who Have an eating disorder. (22.A.3b.)	

Topic	Outcomes (State Benchmarks)	Possible Activities
General Dietary Guidelines	<b>Nutrition</b>	
	Define various general nutrition vocabulary (23.A.3, 23.B.3)	Vocabulary Bingo Game for review and reinforcement
	Identify fad diets and the negative effects they may have on the body (23.B.3)	Read article on fad diets and discuss
	Become familiar with information available from food labels (23.B.3)	Create a nutrient comparison sheet of different foods based on their food labels
	Identify types of healthful foods that can be eaten daily at home and at restaurants (23.A.3, 23.A.4, 23.B.3)	Design a healthful menu for breakfast, lunch, dinner
	Become familiar with healthful snacks	Monthly Healthy Snack Days  Host guest Nutritionist
	Identify different kinds of food borne illnesses: causes, symptoms, treatment (23.B.3)	Create a pamphlet on a food borne illness
Identify ways to reduce risks of getting a food borne illness from foods eaten at home and when going out to eat		

**8<sup>th</sup> Grade Health Curriculum**

<b>Topic</b>	<b>Outcomes (State Benchmarks)</b>	<b>Possible Activities</b>
What to Know About Drugs	<b><i>Substance Abuse</i></b>	
	Define general substance abuse vocabulary (22.A.3a., 22.A.3b)	Bingo or Jeopardy Game for review and reinforcement
	Contrast drug abuse and drug mis-Use (22.A.3b.)	View “Truth About Smoking” video and discuss
	Identify guidelines for the responsible use of prescription drugs and over-the-counter drugs (22.A.3b)	Demonstrate use of goggles – students participate in activity illustrating limited ability when using “drunk” goggles
	Identify ways to prevent becoming a victim of drug slipping (22.A.3a.)	View “Truth About Drinking” video and discuss
	Explain why harmful drug use increases the risks of HIV,STDs, and unwanted pregnancy (23.B.3)	Read current articles about drug abuse and discuss
	Review resistance skills to use if someone is pressured to use drugs (24.C.3)	Role play various adolescent drug related situations
	Discuss effects of drug abuse of various common drugs on physical, mental and social health: alcohol, marijuana, cocaine, metamphetamines, heroin, PCP, inhalants, anabolic steroids, GHB, LSD (23.B.3, 23.C.3)	Design a poster, slide show, or other presentation of an assigned drug
	Explain why drug mixing can cause injury, illness, and death (23.B.3)	New Trier students Belonging to “Voices in Prevention” discuss healthy and assertive Ways to deal with high school pressures.
Discuss types of treatment available for drug abusers and their families		

Topic	Outcomes (State Benchmarks) <i>Human Sexuality</i>	Possible Activities
What is Human Sexuality?	Identify factors that contribute to each person's sexuality and how they can be positive or negative (22.B.3)	List factors that contribute to stereotypic ideas of maleness and femaleness
	Define a variety of sexuality related Vocabulary (23.A.3, 23.C.3)	Bingo game to review and reinforce vocabulary
	Discuss types of societal and hormonal pressures involved in making decisions relating to teen sexual activities (22.A.3a., 22.B.3, 24.B.3)	View "Truth About Sex" video and discuss
	Identify the anatomy of the male and female reproductive systems and the sex hormones (23.A.3)	Using models, review parts of the reproductive systems and answer questions from the "Sex Education Question Box."
	State reasons why a pregnant woman's choices are so important for her unborn child (23.B.3)	
	Contrast identical and fraternal twin development (23.A.3)	
	Identify benefits and risks of various of various methods of birth control (23.A.3, 23.B.3, 22.A.3a., 22.B.3)	Guest speaker on birth control
	Explain why abstinence is the best choice for birth control, prevention of STI's and possibly great emotional distress (22.A.3a., 22.A.3c., 24.B.3)	Group discussions
	Identify characteristics of some common sexually transmitted infections and explain modes of transmission (22.A.3a., 22.A.3b., 23.B.3)	Guest speaker on sexually transmitted infections, poster on assigned STI
	Discuss views of teenage sexual activities and evaluate the benefits and risk in personal choices regarding the limits of sexual behavior (22.A.3c., 24.B.3, 24.C.3)	Role play dating situations