



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Health (Grade 8)

Course Description:

The curriculum from this course is developed from the [Wisconsin Standards for Health Education](#) and is a required course that meets every other day. The course focuses on content using the [HLC Middle School Curriculum](#), along with other resources. The HLC Middle School Program engages youth to become their own health advocates. Because middle school students rather not be told what to do or how to think, the HLC Middle School Program is designed to teach important health skills by providing youth with information about positive behaviors and consequences, and allowing them to work in teams to reach healthy conclusions.

Mastery Standards:

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

- Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. (1:3:A1)
- Examine healthy behaviors and consequences related to a health issue. (1:3:B2)
- Predict the outcomes of a variety of unhealthy behaviors. (1:3:B3)

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

- Examine how external and internal factors can influence health behaviors. (2:3:A1)
- Examine how one's values and beliefs influence one's own personal health behaviors. (2:3:A5)

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

- Describe situations that require accurate health information. (3:3:A1)
- Analyze the validity of information about health issues, products, and services. (3:3:B1)

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

- Examine the outcomes of using effective and ineffective strategies of communication. (4:3:A2)
- Demonstrate refusal and limit setting skills that avoid health risks. (4:3:B1)
- Demonstrate effective conflict resolution skills. (4:3:B2)

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

- Demonstrate decision making in a health-related situation. (5:3:B1)
- Predict the impact of each decision on self and others. (5:3:B2)

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

- Establish a baseline of personal health behaviors and health status. (6:3:A1)
- Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan. (6:3:B1)

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

- Evaluate behaviors that maintain or improve the health of self and others. (7:3:A1)
- Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others. (7:3:B1)

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

- Develop an age-appropriate definition of advocacy. (8:3:A1)
- Plan ways to advocate for healthy individuals, families, and schools. (8:3:A2)
- Defend a position relating to a health issue. (8:3:B3)

Unit	Description of Unit and Learning Targets
<p>Unit Title: Intro to Health and Wellness</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How can personal lifestyle choices affect personal wellness? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Describe the interrelationship of physical, mental/emotional, and social health Analyze the relationship between healthy behaviors and personal health Examine the link between unhealthy behaviors and injury or illness Analyze how peers, family, media, and social environment influence perceptions and behaviors Distinguish between health knowledge and health behavior
<p>Unit Title: Self Esteem and Emotions</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How can self-esteem and emotional intelligence affect personal health? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Describe how internal influences can play a role in health choices Identify positive and negative emotions that can affect self-esteem Recognize that negative behaviors are often triggered by negative thoughts or emotions Explain the influence of personal values and beliefs on individual
<p>Unit Title: Decision Making</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How can I use SPA to make healthy decisions? STOP, PLAN, ACT 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Understand the importance of gathering information and considering consequences before making decisions Demonstrate and practice the decision making process, using a decision-making model Distinguish differences between the right and left side of the brain
<p>Unit Title: Mental Health/Stress Management</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What are positive ways in which people can work to handle mental/emotional health challenges? What are some healthy ways of coping with stress? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Describe and implement the ACT steps for helping a peer Analyze and identify common stressors for teens Demonstrate knowledge of and utilize healthy ways of coping with stress Define and analyze common mental health challenges - Identify healthy and unhealthy ways of coping with stress -Recognize common causes of stress for teens -Identify triggers, signs, and symptoms of depression
<p>Unit Title: Alcohol, Tobacco, and Other Drugs</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What functions are affected most by alcohol as it relates to the brain and nervous system? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Recognize short and long term effects of alcohol, tobacco and drugs Demonstrate behaviors to avoid or reduce risks to self and others Identify six factors that can affect BAC Identify five drugs most commonly abused by teens

	<ul style="list-style-type: none"> • Describe the influence of culture on health beliefs, practices and behaviors • Understand how media messages can influence decision making
<p>Unit Title: Personal Safety/unintentional injuries</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can someone reduce the chances of unintentional injuries? • What are the signs of cardiac arrest? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify ways to prevent specific injuries • Contrast the leading killers in the general population with the leading killers for teens • Predict how decisions regarding health behaviors can influence personal health • Understand the potential risks of online communication • Perform hands only CPR
<p>Unit Title: Physical Activity</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can physical activity prevent/reduce the chances of the current leading causes of death? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Analyze how culture, media, and other influences impact physical activity • Hypothesize how their lives would be different 100 years ago • Create a public service announcement on the benefits of regular physical activity • Differentiate between health related components and skill related components
<p>Unit Title: Nutrition</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can understanding a nutrition label promote personal wellness/disease prevention? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Examine the RDA for teens based on personal activity levels • Analyze how to improve personal dietary choices • Analyze and interpret nutrition labels • Identify good sources of food for each of the six main nutrients
<p>Unit Title: Human Growth and Development & Healthy Relationships</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How are STIs spread? • What are the different ways to prevent contracting/spreading STIs? • Why is it important to recognize potential red flags early in a relationship? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Understand that puberty is a time of life that physical changes take place in the body • Identify both genders anatomy • Identify the influences of media on sexual decision making • Setting boundaries and limits for dating • Understand ways to resist sexual pressure • Analyze the consequences of being sexually active • Recognize signs of healthy relationships