



Fairbanks North Star Borough School District

HEALTH CURRICULUM



Grades 7 - 8

DRAFT FOUR: APRIL 6, 2016

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HEALTH - GRADE SEVEN

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
General Health GLEs: HL.A.1-3, 5-6; HL.B.3, 5; HL.C.4-6; HL.D.3-4; CS.C.3	Components of Health	NHES: 1.8.2	What are the components of health and how are they interrelated?	Students will understand the mind/body connection and how the different aspects of health affect each area.	Wellness Assessment
	Decision-Making Process	NHES: 1.8.1; 2.8.3, 8; 5.8.1-6; 7.8.3; 8.8.2	<ul style="list-style-type: none"> When do you need to utilize the decision-making process? What are the six steps in the decision-making process? What is the benefit of using the decision-making process? 	Students will know and practice the six steps of the decision-making process.	<i>Decision-making worksheet (see Appendix)</i>
	Goal Setting	NHES: 1.8.1; 6.8.2-4; 7.8.3; 8.8.1	<ul style="list-style-type: none"> What is a SMART goal? Why is it important to set goals? 	Student will practice setting and accomplishing (a) SMART goal(s).	<i>Practice Goal Setting worksheet</i>
	Risk Factors (including MVAs)	NHES: 1.8.1, 5-6, 8-9; 2.8.9	What is a risk factor?	Students will be able to identify several risk factors and what they are placing themselves at risk for?	
	Refusal Skills	NHES: 4.8.1-2; 7.8.2-.3; 8.8.2	<ul style="list-style-type: none"> Why do you need refusal skills? What situations would you need to use refusal skills? What are the steps of refusal? 	Students will be able demonstrate using refusal skills in a variety of situations.	Role Plays

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Substance Abuse GLEs: HL.A.1-8; HL.B.1, 3, 5; HL.C.4-6; S.SCL.3	Basic Human Needs	NHES: 5.8.5-6	How are our basic human needs related to the choices we make?	Students will identify basic needs and healthy ways to meet them.	Refer to Maslow's <i>Heirarchy of Needs</i> or William Glasser's <i>Choice Theory</i>
	Drugs & Fetal Development	NHES: 1.8.1, 8; 5.8.2, 5, 7	How does drug/alcohol use affect the developing fetus?	Students will be able to explain the risks of using drugs/alcohol on the developing fetus.	<ul style="list-style-type: none"> • YouTube video: https://www.youtube.com/watch?v=CslQ9yqy-9Y • Video: <i>No Safe Amount: Women, Alcohol, and FAS</i> or <i>Understanding FAS</i> (available in Library Media Services)
	Increased Danger with Teen Use	NHES: 1.8.8-9; 2.8.10; 8.8.4	<ul style="list-style-type: none"> • Why is it more harmful for teens to use mind-altering substances than adults? • What are the dangers of experimentation? 	Students will be able to explain why teen substance use is more harmful than adult use.	<ul style="list-style-type: none"> • Book: <i>Downhill Slide</i> from <i>Still More Activities That Teach</i> (available in Curriculum Library) • See online sources on addiction by age (possible websites include: http://alcoholrehab.com/drug-addiction/age-and-substance-abuse or www.inbalancecontinuum.com/outpatient/about/statistics]
	Drug Use on Individual, Family & Society	NHES: 2.8.1-2, 5, 7-8; 3.8.4; 5.8.5, 7; 8.8.2-3	How does a person's choice to use drugs impact themselves, their family and society?	Students will be able to describe the impact of personal drug use on themselves, their family and society.	<ul style="list-style-type: none"> • Guest speaker • Video: <i>Teen Files: The Truth About Drugs</i>
	Effects of Tobacco	NHES: 1.8.8-9; 3.8.1	What are the harmful effects of tobacco (including vaping)?	Students will describe physical, mental, and social effects of tobacco/vaping, and secondhand smoke.	<ul style="list-style-type: none"> • Video: <i>Tobacco Horror Picture Show</i> • Video: <i>Reality Matters: Smoke Signals</i> from Discovery Education • Book: <i>King of Death</i> from <i>Still More Activities that Teach</i> (available in Curriculum Library)

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Substance Abuse (cont.)	Effects of Alcohol	NHES: 1.8.8-9; 3.8.1	<ul style="list-style-type: none"> • What are the harmful effects of alcohol? • Why should you wait until the age of 21 if you are going to drink? 	Students will describe physical, mental, and social effects of underage alcohol use.	<ul style="list-style-type: none"> • Video: <i>Dying High in the ER</i> • Video: <i>Alcohol, Athletes & Steroids</i> • Video: <i>Alcohol: Think, Don't Drive</i> from Discovery Education • Video: <i>The Truth About Drinking</i> • <i>Liver Failure from Activities that Teach</i>
	Effects of Marijuana	NHES: 1.8.8-9; 3.8.1; 8.8.4	What are the harmful effects of marijuana?	Students will describe physical, mental, and social effects of marijuana use (including smoked and edibles).	<ul style="list-style-type: none"> • Video: <i>New Marijuana: Higher Potency, Greater Dangers</i> (HRM videos)
	Effects of OTC & Prescription Drugs	NHES: 1.8.8-9	What are the risks of OTC/prescription drug misuse?	Students will explain the difference between proper and improper use of OTC/prescription medications.	Video: <i>Abusing Over the Counter Drugs</i> (HRM video)
	Alternatives to Drug Use	NHES: 2.8.2, 4; 5.8.4-6; 7.8.2-3; 8.8.2-3	What are healthy alternatives to drug use?	Students will identify alternatives to drug use that fill the same need.	<i>Healthy Alternatives to Using Tobacco/Alcohol/Drugs</i> worksheet
	Risk Factors for Drug Addiction	NHES: 1.8.1, 4, 8-9; 2.8.9; 3.8.1	What are risk factors for drug addiction?	Students will identify risk factors for addiction.	<ul style="list-style-type: none"> • <i>What's the Deal?</i> addiction card game • Knowledge of basic brain, physiology, pharmacology, and anatomy • Understand of how drugs alter the brain • Understand the impact of drug abuse on teens • Social influences of drug abuse
CONTENT	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR	SUGGESTED ACTIVITIES

AREA				OUTCOMES	
Substance Abuse (cont.)	Gateway Drugs	NHES: 1.8.9; 2.8.9; 5.8.1	What is a gateway drug?	<ul style="list-style-type: none"> Students will list common gateway drugs. Students will explain how the use of gateway drugs increases their likelihood of other drug use. 	National Institute on Drug Abuse: www.drugabuse.gov/publications/marijuana/marijuana-gateway-drug
	Effects of Drugs of the Reward Pathway in the Brain	NHES: 1.8.7; 5.8.5-6; 8.8.1	How does the reward pathway in the brain work?	Students will be able to describe how drugs affect the reward pathway in the brain.	<ul style="list-style-type: none"> Video: <i>Which Brain do you Want?</i> Video: <i>Drugs: How They Affect the Body Chemistry</i>
Mental Health GLEs: HL.A.1-2, 5-8; HL.B.1-6; HL.C.1-6; HL.D.1-2; CS.B.3	Stages of Stress & the Effects on the Body	NHES: 1.8.2-3; 5.8.7; 6.8.1	What are the stages of stress and what happens during each stage?	Students will explain how stress can be helpful or harmful depending on the amount and how it is managed.	<ul style="list-style-type: none"> Book: <i>Stress Test from Activities That Teach</i> (available in Curriculum Library) <i>Stress Assessment</i>
	Stress Management	NHES: 1.8.6-7; 2.8.2; 3.8.3; 5.8.7; 7.8.2-3; 8.8.1	How can you effectively manage your stress?	Students will describe and practice a variety of stress management techniques.	Deep breathing/relaxation exercises
	Depression & Suicide Warning Signs	NHES: 2.8.7; 5.8.7; 8.8.3	<ul style="list-style-type: none"> What is the difference between short-term or situational depression and clinical depression? What are warning signs of depression and suicide? 	Students will be able to identify warning signs of clinical depression and suicide.	<ul style="list-style-type: none"> Create a poster that highlights one common misconception about depression and the truth behind that myth List possible causes of depression PBS: <i>In the Mix - Depression: On the Edge</i> www.pbs.org/mix/depression_index.html

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Mental Health (cont.)	How to Help with Depression/ Self-Harm/ Suicide	NHES: 2.8.4; 3.8.4; 4.8.4; 5.8.4; 7.8.3; 8.8.2-3	<ul style="list-style-type: none"> How can you help someone who is suffering from depression, self-harming and/or is suicidal? When is getting help more important than confidentiality? 	<ul style="list-style-type: none"> Students will be able to recognize when professional help is needed and where to find it. Students will explain why at times breaking confidential is required. 	Video: <i>It's Never Too Late</i>
Reproduction	Male/Female Anatomy, Cancer Detection & Fertilization	NHES: 7.8.2-3; 8.8.1	<ul style="list-style-type: none"> What is the process of sperm production to fertilization? How does the menstrual cycle work? What do males/females need to do to detect early stages of testicular/breast/cervical cancers? 	<ul style="list-style-type: none"> Students will be able to describe the process of sperm production to fertilization. Students will explain the process of the menstrual cycle. Students will know how to do testicular/breast self-exams and the importance of pap smears. 	<i>Reproduction</i> PowerPoint
	Definitions of Sex & STI Risks	NHES: 7.8.1; 8.8.4	What is sex and how can you get an STI?	Students will analyze the different methods of transmissions of STI's.	<ul style="list-style-type: none"> Ask students to brainstorm activities/behaviors that are part of being involved in a dating relationship with someone and provide them with some examples to clarify Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship
	STIs	NHES: 1.8.7-9; 2.8.3; 3.8.4	<ul style="list-style-type: none"> What are STIs? What are some common STIs? 	<ul style="list-style-type: none"> Students will be able to define what an STI is, list common STI's and some frequent symptoms. 	<i>STI</i> worksheet

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Reproduction (cont.)	STIs (cont.)		<ul style="list-style-type: none"> • What is the difference between viral/bacterial STIs? 	<ul style="list-style-type: none"> • Students will be able to explain which types of STI's can be cured. 	
	Abstinence/ Reasons to Wait	NHES: 1.8.6-7; 2.8.2, 4-5, 7-8; 4.8.1-2; 5.8.4, 7; 7.8.1-3; 8.8.1-3	<ul style="list-style-type: none"> • What is abstinence? • What are the benefits of waiting to have sex? 	<ul style="list-style-type: none"> • Students will define abstinence and discuss the benefits of waiting to have sex. 	<ul style="list-style-type: none"> • Video: <i>Sex Appeal</i>
	Birth control	NHES: 1.8.7; 3.8.1, 4; 7.8.1-2	<ul style="list-style-type: none"> • What is birth control? • How do different types of birth control work (barrier vs. hormonal)? • Why is birth control not a fail-safe method of pregnancy prevention? • What methods of birth control reduce the risk of STIs? 	<ul style="list-style-type: none"> • Students will define birth control and describe hormonal vs. barrier methods. • Students will recognize that no method of birth control (other than abstinence) is 100% effective in preventing pregnancy. • Students will explain which methods of birth control also reduce the risk of STI's. 	<i>Birth Control</i> worksheet

HEALTH - GRADE EIGHT

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Nutrition/ Fitness GLEs: HL.A.1, 4-6; HL.B.1-2, 6; HL.C.1-6; HL.D.1-2; G/C.E.7; CS.A.1; CS.B.3; CS.C.2; G/C.E.7	Assess Personal Nutrition & Fitness Practices	NHES: 1.8.1-2; 2.8.6; 3.8.1; 5.8.7; 6.8.1-4; 7.8.3; 8.8.1	How do my personal nutrition and fitness practices compare to the national recommendations?	Students will analyze their personal nutrition and fitness practices.	Nutrition & Fitness Assessment: www.choosemyplate.gov
	Energy Drinks	NHES: 1.8.5, 8-9; 2.8.2, 9; 3.8.1; 5.8.4; 7.8.2	Why are energy drinks harmful?	Students will explain the harmful effects and dangers of energy drinks.	<ul style="list-style-type: none"> • UAF Co-op Extension guest presentation • Video: <i>Buzz in a Bottle: The Dangers of Caffeine Spiked Energy Drinks</i>
	Six Basic Nutrients your Body Needs	NHES: 7.8.2	What are the six basic nutrients your body needs and why are they important?	Students will describe the six basic nutrients and their importance in the body.	Video: <i>Vitamins: What Do They Do?</i>
	Basic Principles of Weight Management	NHES: 1.8.6; 2.8.6, 9; 3.8.1, 3, 5; 5.8.4; 7.8.2-3	<ul style="list-style-type: none"> • What are the basic principles of weight management? • What are healthy ways to maintain or lose weight? 	<ul style="list-style-type: none"> • Students will describe the balance of calorie intake/expenditure required for weight management/reduction. • Students will explain the dangers of fad diets. • Students will identify healthy ways to maintain/lose weight. 	<ul style="list-style-type: none"> • Video: <i>Making Healthy Choices: Fighting Teen Obesity</i> • Video: <i>Hungry for Change</i>
	Hydration	NHES: 7.8.2-3	What is the importance of hydration?	<ul style="list-style-type: none"> • Students will understand methods of hydration. • Students will explain dangers of dehydration and benefits of hydration. 	<ul style="list-style-type: none"> • Identify the percentage of water in the human body • List places within the human body where water is found • Describe roles that water plays in the human body

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Nutrition/ Fitness (cont.)	Food Labels	NHES: 3.8.1; 7.8.3; 8.8.4	How do you read a food label?	Students will be able to analyze a food label and identify its parts and what they mean.	<ul style="list-style-type: none"> Analyze food labels Video: <i>Nutrition Labels: Reading Between the Lines</i>
Communication & Relationships GLEs: HL.A.1, 4-6; HL.B.1-2, 6; HL.C.1-6; HL.D.1-2; G/C.E.7; CS.A.1; CS.B.3; CS.C.2; G/C.E.7	Passive, Aggressive, & Assertive Behaviors	NHES: 1.8.7; 2.8.2; 4.8.1-2; 8.8.1	What's the difference between passive, aggressive, and assertive behaviors?	<ul style="list-style-type: none"> Students will be able to define and describe the difference between passive, aggressive and assertive behaviors, including what they look like and sound like. Students will be able to explain the benefits of assertive behaviors. Students will demonstrate assertive behavior. 	Role plays
	Conflict Resolution	NHES: 2.8.4; 4.8.1, 3; 5.8.4; 7.8.1, 3; 8.8.1-3	How do you peacefully resolve conflicts?	Students will be able to demonstrate how to resolve conflicts peacefully.	<ul style="list-style-type: none"> <i>Peer Mediation Program</i> workbook
	Anger Management	NHES: 4.8.1, 3-4; 7.8.1-3; 8.8.1-3	How can you manage your anger?	Students will recognize anger triggers and describe a plan of management.	<i>LEAP</i> program guest presentation
	Different Types of Abuse & Methods of Reporting	NHES: 2.8.4, 10; 3.8.4; 4.8.1, 4; 7.8.3; 8.8.2-3	<ul style="list-style-type: none"> What are the different types of abuse? How and when should you report abuse? 	<ul style="list-style-type: none"> Students will explain the different types of abuse. Students will describe the negative effects of different types of abuse. Students will identify effective ways to 	Video: <i>10 Warning Signs of Relationship Abuse</i>

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Communication & Relationships (Cont.)	Different Types of Abuse & Methods of Reporting (cont.)			report abuse and when to do it.	
	Setting Physical & Emotional Boundaries	NHES: 1.8.6-7; 2.8.2; 4.8.1-2; 7.8.3; 8.8.1-2	<ul style="list-style-type: none"> • What are physical and emotional boundaries? • How are boundaries helpful? • What are your personal boundaries? 	Students will recognize their own personal boundaries and explain how they are helpful in maintaining their goals.	Video: <i>Open Arms, Open Eyes</i>
	Bully Prevention & Peacemaking Skills	NHES: 2.8.3, 4, 10; 4.8.1; 7.8.3; 8.8.1-3	What can you do if you witness someone being bullied?	Students will describe or practice peacemaking interventions in a bullying situation.	Guest speaker: Interior Alaska Center for Non-Violent Living (Bystander training)
	Cyber Harassment	NHES: 2.8.2-3, 7, 10; 3.8.4; 4.8.1-2; 7.8.1; 8.8.2-3	<ul style="list-style-type: none"> • What is cyber harassment? • What are the possible outcomes? 	Students will define cyber harassment and explain its possible effects.	
	Risk Factors in Social Situations & Safety Plan	NHES: 2.8.3, 10; 4.8.1-2; 7.8.3; 8.8.2-3	What is a safety plan and why is it important?	Students will identify risk factors in social situations and create a personal safety plan.	
Media Awareness & Literacy GLEs: HL.D.3-5	Media Influences & Choices	NHES: 1.8.3; 2.8.2-3, 5-6, 10; 3.8.1-3, 5; 8.8.1-2, 4	<ul style="list-style-type: none"> • What is media? • How does the media influence our choices? 	Students will analyze different forms of media and how they can potentially affect our thoughts and actions.	
Review & General Health GLEs: HL.A.1-4, 6; HL.B.1-3, 5-6; HL.C.1-2, 4-6; HL.D.1-4, 6; G/C.E.2	Risk Factors & Chronic Diseases	NHES: 1.8.1, 4, 8-9; 2.8.2, 9; 5.8.7	What are risk factors for common chronic diseases?	Students will recognize and explain the relationship between common behaviors and chronic disease.	<i>Causes of Death</i> worksheet

CONTENT AREA	SUB-TOPIC	STANDARDS	ESSENTIAL Qs	BEHAVIOR OUTCOMES	SUGGESTED ACTIVITIES
Review & General Health (cont.)	Cold Weather Safety	NHES: 1.8.5; 7.8.2-3	How can we be safe in cold weather?	Students will explain some common consequences of not practicing cold weather safety.	
Optional	First Aid, CPR, & Boating Safety		<ul style="list-style-type: none"> • Offer certification in First Aid/CPR through American Heart Association • Contact the Borough Boating Safety to do a presentation at a pool 		