

Morton 709 Standards Driven Classrooms

Health



Curriculum Materials

- American Heart Association
- Everfi Vaping: Know the Truth

Mental & Emotional Health (7th Grade)

23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence

24.A.3b Demonstrate methods for addressing interpersonal differences without harm

24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace.

Human Body Systems (7th Grade)

23.A.3a Explain how body systems interact with each other

23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence

23.D.3a Explain how the brain is affected by movement.

MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

Nutrition (7th Grade)

22.A.3a Identify and describe ways to reduce health risks common to adolescents

22.A.3b Identify how positive health practices and relevant health care can help reduce health risks

23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence

Safety (7th & 8th Grade)
22.A.3a Identify and describe ways to reduce health risks common to adolescents
22.A.3b Identify how positive health practices and relevant health care can help reduce health risks
22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).
22.B.3a Describe how the individual influences the health and well-being of the workplace and the community
22.C.3a Identify potential environmental conditions that may affect the health of the local community
22.C.3b Develop potential solutions to address environmental problems that affect the local community's health.
22.D.3a Identify and communicate with others within your school, family, and community regarding health issues.
24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.
NHES 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

First Aid/CPR (8th Grade)
1A Have the knowledge needed to make the decision to take action in an emergency situation while identifying the emergency action steps of CHECK-CALL-CARE.
1B Demonstrate the skills necessary to take action in an emergency situation.
2A Identify and describe the differences between heart attacks and cardiac arrest.
2B Describe the links in the Cardiac Chain of Survival.
2C Demonstrate how to perform CPR.
3A Understand the purpose, process, and value of using an AED.
4A Identify risk factors for choking.
4B Recognize when someone is choking.
4C Practice the correct response for caring for a person who is choking.

5A Recognize and respond to emergency medical situations (shock and sudden illnesses - i.e. cardiovascular emergencies, breathing emergencies, diabetic emergencies, seizures, and fainting).
6A Recognize and respond to common injuries, including bleeding, open wounds, burns, muscle/bone/joint injuries, and head/back/neck injuries.
6B Explain when a commercial tourniquet should be used, and describe the basic principles of using a tourniquet.
7A Recognize and respond to common environmental emergencies, including heat-related illnesses, cold-related illnesses, and poisoning.

Reproduction (8th Grade)
Anatomy
R.8.1.A Describe human reproductive systems.
Puberty
R.5.1.P Explain the physical, social, and emotional changes that occur during puberty and adolescence and how the onset and progression of puberty can vary.
R.5.2.P Describe how puberty prepares human bodies for the potential to reproduce.
R.5.3.P Explain the role of hormones in the human body.
Reproduction Health
R.8.1.RH Explain the process of conception.
R.8.2.RH Describe pregnancy testing and the signs of pregnancy.
R.8.3.RH Define prenatal care and identify medically accurate sources of information about prenatal care.
R.8.4.RH Identify curable and incurable STI's.
R.8.5.RH Explain the importance of abstinence and its role in preventing fertilization and STIs.
Healthy Relationships
R.8.1.HU Compare and contrast the characteristics of healthy and unhealthy relationships.
R.8.2.HU Describe how power differences, such as age, gender, socio-economic status, immigration status, race, or unequal position (e.g. student/teacher, supervisor/employee) may impact relationships.
R.8.3.HU Define consent in relationships.

R.8.4.HU Analyze how alcohol and other substances can influence decision-making in relationships.
R.8.5.HU Recognize dysfunctional and/or controlling relationships and their impact on overall health and wellbeing.
R.8.6.HU Identify community resources and/or other sources of support, such as trusted adults, including parents and caregivers, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
R.8.7.HU Explain why the victim in a dysfunctional relationship is never to blame for the actions of the perpetrator.

Drugs (8th Grade)
23.B.3a Explain the effects of health-related actions upon body systems
24.B.3a Apply a decision-making process to an individual health concern.
24.C.3a Apply refusal and negotiation skills to potentially harmful situations
NHES 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.