

## **Course Description**

### **Sixth Grade**

#### **Healthy Living Education**

**Philosophy Statement:** God created each of us to be different and unique in our own ways. He created each of us for special purpose which only He knows. We should spend time trying to understand how God made our bodies “fearfully and wonderfully” (Psalms 139:14). Some things about our bodies cannot be changed, but others can. We must take time to reflect on those things and make necessary changes. Young adolescents are at risk and these risks (injuries, poor nutrition and lack of fitness, etc) seriously endanger young people and their ability to grow and be strong, healthy servants of Christ. Healthy Living Education as part of the middle school curriculum can be part of the solution.

**Course Objective:** Students will learn about the four dimensions of health: physical, moral, social and mental. Skill development in Healthy Living occurs both through study of the skills and through application of the skills to the Healthy Living Education topics and behaviours.

**Textbook:** None

**Materials:**

- Successfully Teaching Middle School Health, Vol. 2 as prepared by the N.C. Association for the Advancement of Healthy Education
- Students prepare a notebook using handouts from the STMS curriculum
- Internet Access
- Craft Supplies

**Time Allotment:** 45 minutes per day, 2 days a week, 18 weeks (one semester)

**Course Content:**

- The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.
  - 1.01 Explain health risks for age group.
  - 1.02 Accurately describe the incidence of high-risk behaviors for age group.
  - 1.03 Appraise own health behaviors.
  - 1.04 Relate the signs of asthma
  - 1.05 Explain methods by which asthma can be controlled.
- The learner will apply the skills of stress management to the prevention of serious health risks for self and others.
  - 2.01 Explain sources of self-concept.
  - 2.02 Develop criteria to assess the significance of a decision/problem.
  - 2.04 Cope with failure appropriately.

- 2.05 Initiate requests for help or assistance from another.
- 2.07 Use a structured thinking process to make decisions and solve problems.
- 2.08 Transitions of social relationships during puberty and adolescence.

\* The learner will interpret health risks for self and other and corresponding protection measures.

- 3.05 Evaluate claims made for health products and health services.
- 3.06 Differentiate between positive and negative effects of peer pressure.

\* The learner will apply relationship skills to the promotion of health and the prevention of risk.

- 4.01 Communicate our feelings
- 4.03 Describe behaviors conducive and counterproductive to group functioning.

\* The learner will apply behaviour management skills to nutrition-related concerns.

5.01a Become familiar with Dietary Guidelines for Americans and describe the implications of each on eating behavior.

5.01b Identify the major food groups and the recommended number of servings for each group.

5.02 Define common terms on food labels and advertising.

5.03 Assess health claims on food labels

5.04 Describe how being over or under a healthful weight can be linked to biases or discrimination.

5.06 Explain increasing external pressures in adolescence to engage in risk behaviors and strategies for resistance.

\* The learner will choose not to participate in substance abuse.

6.01 Evaluate advertising for tobacco and alcohol.

6.05 Explain the immediate social and physical consequences of tobacco, including spit tobacco and other drug abuse.

6.06 Describe how one might encourage a friend not to be involved in substance abuse.

**Areas to be Evaluated:**

Class participation, homework, tests

**Additional Activities:**

A local nutritionist will be invited to share with the classes about healthy food choices. Students will participate in a healthy snack feast at the end of the nutrition unit.

## **Course Description**

### **Seventh Grade**

#### **Healthy Living Education**

**Philosophy Statement:** God created each of us to be different and unique in our own ways. He created each of us for special purpose which only He knows. We should spend time trying to understand how God made our bodies “fearfully and wonderfully” (Psalms 139:14). Some things about our bodies cannot be changed, but others can. We must take time to reflect on those things and make necessary changes. Young adolescents are at risk and these risks (injuries, poor nutrition and lack of fitness, etc) seriously endanger young people and their ability to grow and be strong, healthy servants of Christ. Healthy Living Education as part of the middle school curriculum can be part of the solution.

**Course Objective:** Students will learn about the four dimensions of health: physical, moral, social and mental. Skill development in Healthy Living occurs both through study of the skills and through application of the skills to the Healthy Living Education topics and behaviors.

**Textbook:** None

#### **Materials:**

- Successfully Teaching Middle School Health. Vol. 2 as prepared by the N.C. Association for the Advancement of Healthy Education
- Students prepare a notebook using handouts from the STMS curriculum
- Internet Access
- Craft Supplies

**Time Allotment:** 45 minutes per day, 2 days a week, 18 weeks (one semester)

#### **Course Content:**

- The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.
  - 1.01 Explain health risks for age group.
  - 1.02 Appraise own health status.
  - 1.03 Differentiate between objective and subjective perceptions of personal health risk.
  - 1.04 Explain the concept of cumulative risk in regard to disease and injury.
  - 1.05 Accurately describe the incidence of high-risk behaviors for age group
- The learning will apply the skills of stress management to the prevention of serious health risks for self and others.
  - 2.01 Describe examples of self deception.
  - 2.02 Use positive imaging to maintain self esteem.
  - 2.03 Distinguish among effort, ability, and change as factors in success and failure.
  - 2.05 Accept and monitor stressors.

2.06 Explain methods of managing stress by minimizing exposure to stressors.

\* The learner will apply relationship skills to the promotion of health and the prevention of risk.

4.02 Identify feelings in communications with others.

4.03 Clarify expressions of others.

\* The learner will apply behavior management skills to nutrition-related health concerns.

5.01 Plan, select and prepare healthful meals that emphasize the principles of the Dietary Guidelines for Americans.

5.05 Consume healthful breakfasts.

5.06 Choose snacks rich in nutrients and low in sugar.

5.07 Define eating disorders, symptoms and resources for treatment.

\* The learner will choose not to participate in substance use.

6.01 Quantify the contribution of alcohol to death and injury from vehicle crashes, pedestrian injury, homicide, suicide, robbery and assault, drowning, burns and falls, and to job absenteeism, job loss, and job injury.

6.03 Demonstrate refusal skills that refute persuasion to abuse substances.

6.04 Analyze anti-cigarette and anti-spit tobacco advertisements.

**Areas to be Evaluated:**

Class participation, homework, tests.

**Additional Activities:**

Students will prepare a poster on eating disorders. Students will participate in a healthy snack fest at the end of the nutrition unit.

## **Course Description**

### **Eighth Grade**

#### **Healthy Living Education**

**Philosophy Statement:** God created each of us to be different and unique in our own ways. He created each of us for a special purpose which only he knows. We should spend time trying to understand how God made our bodies “fearfully and wonderfully” (Psalms 139:14). Some things about our bodies cannot be changed, but others can. We must take time to reflect on those things and make necessary changes. Young adolescents are at risk and these risks (injuries, poor nutrition and lack of fitness, etc.) seriously endanger young people and their ability to grow and be strong, healthy servants of Christ. Healthy Living Education as part of the middle school curriculum can be part of the solution.

**Course Description:** Students will learn about the four dimensions of health: physical, moral, social and mental. Skill development in Healthy Living occurs both through study of the skill and through application of the skills to the Healthy Living Education topics and behaviors.

#### **Materials:**

- Successfully Teaching Middle School Health, Vol. 2 as prepared by the N.C. Association for the Advancement of Healthy Education
- Students prepare a notebook using handouts from the STMS curriculum
- How Far Can You God? (Purposeful Design) curriculum
- Internet Access
- Craft Supplies

**Time Allotment:** 45 minutes per day, 2 days a week, 18 weeks (one semester)

#### **Course Content:**

The learner will direct personal health behaviors in accordance with own health and status and susceptibility to major health risks.

- 1.01 Explain health risks for personal age group.
- 1.02 Appraise own health status.
- 1.04 Predict the potential for health risks in a variety of situations.
- 1.05 Plan strategies to practice sun safety in various situations.
- 1.06 Explain how media can model both positive and negative health behaviors.
- The learner will apply the skills of stress management to the prevention of serious health risks for self and others.
  - 2.01 Develop systematic short-term and long-term goal achievement plans.
  - 2.02 Analyze own defence mechanisms.
  - 2.03 Identify positive ways to cope with stress.
  - 2.04 Accept responsibility for own behaviors.
  - 2.06 Recognize and seek help for self-destructive thoughts and behaviors.

\* The learner will interpret health risks for self and others and corresponding protection measures.

3.02 Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is part of God's purposeful design for us.

3.04 Demonstrate skills and strategies for remaining sexually pure until marriage.

\* The learner will apply relationship skills to the promotion of health and the prevention of risk.

4.01 Develop and maintain confidential relationships.

4.02 Describe constructive and risky means of expressing independence.

\* The learner will apply behaviour management skills to nutrition-related health concerns.

5.01 Provide examples of the role of the Dietary Guidelines for Americans in promoting health.

5.02 Analyze barriers to own healthful eating patterns and describe strategies for overcoming these barriers.

5.03 Define how different cultural perceptions define and impact body images.

5.04 Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight.

5.05 Identify media and peer pressure for unhealthy weight control through eating disorders, fad dieting, excessive exercise and smoking.

\* The learner will choose not to participate in harmful substance use

6.01 Explain the relationship between amount and frequency of a harmful substance consumed and effect on behaviour.

6.04 Describe the special risks associated with alcohol use and vehicles.

\* The learner will achieve and maintain an acceptable level of health-related fitness.

7.04 Explain the relationship between physical activity, nutrition, and adequate rest/sleep and weight management.

### **Areas to be Evaluated:**

Class participation, homework, tests

### **Additional Activities:**

Students will participate in a healthy snack fest at the end of the nutrition unit.

