

Curriculum

CONTENT AREA:	HEALTH	GRADE LEVEL:	8	
MLR CONTENT STANDARD:	A. HEALTH CONCEPTS: Students will understand health promotion and disease prevention concepts.			
MANDATED COMPREHENSIVE SCHOOL HEALTH EDUCATION CONTENT AREAS				
(1) Nutrition Ed. (2) Personal Health	(3) Family Life Education (4) Growth & Development	(5) Safety & Accident Prevention (6) Consumer Health	(7) Substance Use & Abuse (8) Community Health	(9) Environmental Health (10) Prevention & Control of Disease & Disorders
MLR PERFORMANCE INDICATORS	WSD BENCHMARKS	INSTRUCTION LEVEL	CONTENT AREA	COMMON ASSESSMENT
<i>Instruction Levels: I = Introduced; R = Reinforced; E = Evaluated through a Documented Classroom Activity; D = District Common Assessment</i>				
A1	Identify and list three different ways drugs can impact one's personal life	R/E	(2) (7)	
A2	Discuss the impact of drugs on the mental well being of the user and the user's family members	I/E	(2) (10)	
A3	Identify three viral and 3 bacterial sexually transmitted diseases and how they impact personal health	I/E	(2) (7)	
A3	Draw and label the specific effects of tobacco, marijuana or alcohol on the different human internal organs	R/E	(2) (10)	
A3	List three health complications that result from anorexia, bulimia, and obesity	I/E	(2) (10)	
A5	Identify and list three different advertising techniques and how they impact the consumer's buying habits and quality of life	I/E	(6)	

*Codes indicate the highest instructional level of that grade level and may include an earlier level of instruction.

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MLR CONTENT STANDARD:	B. HEALTH INFORMATION, SERVICES, AND PRODUCTS: Students will know how to acquire valid information about health issues, services, and products.				
MANDATED COMPREHENSIVE SCHOOL HEALTH EDUCATION CONTENT AREAS					
(1) Nutrition Ed. (3) Family Life Education (5) Safety & Accident Prevention (7) Substance Use & Abuse (9) Environmental Health (2) Pers. Health (4) Growth & Development (6) Consumer Health (8) Community Health (10) Prevention & Control of Disease & Disorders					
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B1	Create an anti-drug poster using one or two of the advertising methods studied in class, explain how the advertising method is hooking the audience	I/E	(6) (7)		
B1	List two types of contraception for each of the following methods: barrier, chemical and surgical	I/E	(2) (10)		
B2	Create a Sexually Transmitted Infection (STI) brochure with appropriate health clinics and websites to contact	I/E	(6) (10)		
B2	Locate on-line the local clinics and facilities that address drug issues for persons addicted to drugs and persons with serious drug problems (laptop)	I/E	(6) (7)		
B2	Be able to verbally list off local health clinics/hospitals that care for infections from communicable diseases (laptop)	I/E	(6) (10)		

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MLR CONTENT STANDARD:	C. HEALTH PROMOTION AND RISK REDUCTION: Students will understand how to reduce their health risks through the practice of healthy behaviors.				
MANDATED COMPREHENSIVE SCHOOL HEALTH EDUCATION CONTENT AREAS					
(1) Nutrition Ed. (3) Family Life Education (5) Safety & Accident Prevention (7) Substance Use & Abuse (9) Environmental Health (2) Pers. Health (4) Growth & Development (6) Consumer Health (8) Community Health (10) Prevention & Control of Disease & Disorders					
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C1	Write a letter to yourself about the importance of knowing your significant other and his/her health history before entering an intimate relationship	I/E	(2) (10)		
C1	Describe why condoms alone are not effective in preventing the spread of STI's; include how abstinence is the only 100% behavior	I/E	(2) (10)		

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WESTBROOK SCHOOL DEPARTMENT
Curriculum

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MLR CONTENT STANDARD:	D. INFLUENCES ON HEALTH: Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.				
MANDATED COMPREHENSIVE SCHOOL HEALTH EDUCATION CONTENT AREAS					
(1) Nutrition Ed. (2) Pers. Health		(3) Family Life Education (4) Growth & Development		(5) Safety & Accident Prevention (6) Consumer Health	
		(7) Substance Use & Abuse (8) Community Health		(9) Environmental Health (10) Prevention & Control of Disease & Disorders	
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D2	Demonstrate understanding for advertising techniques influence by creating an anti-drug poster using two or more advertising techniques	I/E	(2) (7)		
D2	Debate and support arguments about the influence of the media on body image and the link to eating disorders	I/E	(2) (6)		
D4	Create a list describing all the ways that peer pressure affects personal health choices (create a separate list for drugs, mental health and sexual activity)	I/E	(2)		

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MLR CONTENT STANDARD:	E. COMMUNICATION SKILLS: Students will understand that skillful communication can contribute to better health for them, their families, and the community.				
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(1) Nutrition Ed. (3) Family Life Education (5) Safety & Accident Prevention (7) Substance Use & Abuse (9) Environmental Health (2) Pers. Health (4) Growth & Development (6) Consumer Health (8) Community Health (10) Prevention & Control of Disease & Disorders					
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E1	Role play a variety of ways to effectively communicate alternative activities to drug use and/or sexually activities	R/E	(2)		
E2	Role play a variety of ways to effectively communicate not wanting to participate in drug use	R/E	(2) (7)		
E2	Discuss and explore through group brainstorming how non-verbal communication can mislead people in regards to sexual activity and drug use	R/E	(2) (7)		
E3	Discuss and write out methods for confronting friends with drug problems, eating disorders, or unhealthy lifestyles in general	R/E	(2)		
E4	Identify and list relevant information concerning nutritional diseases (laptop activity)	I	(1) (10)		
E4	Design an HIV/AIDS quilt with key concepts about AIDS	I/E	(8) (10)		

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MLR CONTENT STANDARD:	F. DECISION-MAKING AND GOAL SETTING: Students will learn how to set personal goals and make decisions that lead to better health.				
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(1) Nutrition Ed. (3) Family Life Education (5) Safety & Accident Prevention (7) Substance Use & Abuse (9) Environmental Health (2) Pers. Health (4) Growth & Development (6) Consumer Health (8) Community Health (10) Prevention & Control of Disease & Disorders					
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F1	Demonstrate individual & collaborative decision-making processes to resolve health problems	R	(2) (10)		
F2	Give three reasons why relationship issues should be discussed openly with parents	R/E	(2) (3)		
F2	Write a letter to a family member who has hurt you, or someone you loved, by abusing drugs	I/E	(2) (7)		
F2	List 10 reasons why abstaining from sex until being in a committed, long-term <u>adult</u> relationship would be a healthy lifestyle choice	R/E	(2) (3)		
F4	Describe two things society and media have done to change the standards for what's acceptable healthy behaviors	I/E	(2) (6)		
F5	Write a letter to yourself listing three goals to accomplish before high school graduation and how drug use would impact those goals	I/E	(2) (3)		
F5	Develop a plan to attain personal health goals by employing personal strengths and addressing needs and health risks	R/E	(2) (10)		

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