



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES
<p><b>NUTRITION</b> (all FACS)</p> <p>Food Pyramid Components            Nutrient Information            Nutritional Labeling            Nutritional Value            Consumer Health Resources</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss the components of the Food Plate</li> <li>• Identify the six major classes of nutrients (water, protein, carbohydrate, fat, minerals, vitamins), their sources and their importance and function in the body</li> <li>• Identify foods high in fat, cholesterol, fiber, and sugar and describe their effect on health</li> <li>• Analyze a nutritional label explaining the unit price, nutritional content, expiration date, and the order and amount of ingredients</li> <li>• Calculate the nutritional value of various foods</li> <li>• Recognize some credible resources for health information such as the CDC, FDA, and public health departments</li> </ul>	<p><a href="http://www.fda.gov/Food">http://www.fda.gov/Food</a></p> <p><a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a></p>
<p><b>INJURY PREVENTION AND SAFETY</b></p> <p>Safety Precautions (PE)            Personal Safety and Responsibility (PE)</p> <p>Technology Safety (Tech teacher, Counselor)</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Analyze safety precautions for various leisure and fitness activities</li> <li>• Demonstrate proactive self-defense techniques</li> <li>• Identify safety precautions when using technology</li> <li>• Cyber Bullying</li> </ul>	<p>Ally Kemp Foundation The Research Foundation</p> <p>Think First (assembly)            816-276-4218            816-276-3163</p> <p><a href="http://www.theresearchfoundationkc.org">www.theresearchfoundationkc.org</a>            District Community Website            BV Rec            SRO</p>

ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES
<p><b>PERSONAL HEALTH AND FITNESS</b> (all PE)</p> <p>Healthy Lifestyle Personal Health Goals Lifelong recreational and leisure skills Cardiovascular endurance</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Identify healthy lifestyle habits and opportunities</li> <li>• Apply strategies and skills needed to attain personal health goals</li> <li>• Identify lifelong recreational and leisure skills needed for a healthy lifestyle</li> <li>• Identify four major components of cardiovascular exercise (frequency, intensity, duration, type) and give examples of each</li> <li>• Identify the benefits of aerobic exercise</li> </ul>	<p>PE Curriculum</p>
<p><b>MENTAL AND EMOTIONAL HEALTH</b> (all Counselors)</p> <p>Communication Skills &amp; Problem Solving Strategies Bullying Stress Verbal, Physical, and Sexual Abuse</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Recognize effective verbal and nonverbal communication skills (passive, aggressive, assertive)</li> <li>• Analyze possible causes of conflict among youth in schools and communities (bullying)</li> <li>• Demonstrate ways an upstander can de-escalate a bullying situation</li> <li>• Explain the roles of family and friends in maintaining a healthy mental and emotional state</li> <li>• Describe ways that mental well-being can affect his/her physical well-being and also the reverse</li> <li>• Predict stressful situations and describe physical effects on the body (headaches, stomachaches, and various diseases)</li> <li>• Recognize the difference between positive and negative stress</li> <li>• Describe problem-solving strategies to cope with stress</li> <li>• Define sexual harassment and develop the necessary skills to stop, prevent, and report it</li> <li>• Recognize sources for reporting abuse such as parent, school counselor, school nurse, teacher or school administrator</li> </ul>	<p>BV Diversity Modules HRM DVDs</p> <p>Counselor Curriculum</p>

ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES
<p><b>SUBSTANCE USE, MISUSE, ABUSE, AND ADDICTION</b> (Counselors and Nurses)</p> <p>Self-Concept Refusal Skills Consequences of drug use</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Identify characteristics of a healthy self-concept and the strategies for strengthening self-concept</li> <li>• Demonstrate refusal skills for alcohol, tobacco, and other drugs</li> <li>• Recognize that most students do not use drugs and alcohol</li> </ul>	<p>Red Ribbon Week activities</p>
<p><b>FAMILY LIFE AND SEXUALITY</b> (Nurses)</p> <p>Puberty</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• List changes in physical and emotional patterns of adolescents, various stages of puberty, and the effects on adolescent behavior</li> <li>• Recognize that there is an increase in sexual feelings in adolescence and this is natural</li> </ul>	



# Health | Seventh



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES
<p><b>PREVENTION AND CONTROL OF DISEASE</b> (Nurses, Science Teachers)</p> <p>Prevention and Control of Disease Community Health</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"><li>• Identify primary defense mechanisms to stop spread of disease-causing organisms</li><li>• Identify diseases for which we currently have immunizations</li><li>• Define vaccination (live vs. attenuated)</li><li>• Identify and utilize resources from home, school, and the community that provide valid health information</li><li>• Express information about health issues and making positive health choices</li></ul>	<p>Check teen health Check science curriculum</p> <p>Possible Immunization (district ppt)</p> <p>Johnson County Health Department</p>
<p><b>PERSONAL HEALTH AND FITNESS</b> (PE)</p> <p>Healthy Lifestyle Personal Health Goals Lifelong recreational and leisure skills Cardiovascular endurance</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"><li>• Identify healthy lifestyle habits and opportunities</li><li>• Apply strategies and skills needed to attain personal health goals</li><li>• Identify lifelong recreational and leisure skills needed for a healthy lifestyle</li><li>• Identify four major components of cardiovascular exercise (frequency, intensity, duration, type) and give examples of each</li><li>• Identify the benefits of aerobic exercise</li></ul>	<p><b>PE curriculum</b></p>

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<p><b>MENTAL AND EMOTIONAL HEALTH</b> (Counselors)</p> <p>Communication Skills &amp; Problem Solving Strategies Bullying Depression Stress Verbal, Physical, and Sexual Abuse Healthy Body Image</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Recognize effective verbal and nonverbal communication skills (passive, aggressive, assertive)</li> <li>• Analyze possible causes of conflict among youth in schools and communities (bullying)</li> <li>• Demonstrate ways an upstander can de-escalate a bullying situation</li> <li>• Recognize warning signs of depression and suicide</li> <li>• Explain the roles of family and friends in maintaining a healthy mental and emotional state</li> <li>• Describe ways that mental well-being can affect his/her physical well-being and also the reverse</li> <li>• Predict stressful situations and describe physical effects on the body (headaches, stomachaches, and various diseases)</li> <li>• Recognize the difference between positive and negative stress</li> <li>• Describe problem-solving strategies to cope with stress</li> <li>• Define sexual harassment and develop the necessary skills to stop, prevent, and report it</li> <li>• Recognize sources for reporting abuse such as parent, school counselor, school nurse, teacher or school administrator</li> <li>• Identify the importance of a healthy body image</li> <li>• Identify sign of eating disorders (anorexia nervosa, bulimia, compulsive overeating/binge eating, improper use of laxative, enemas, or diuretics) and recognize that these are complex disorders requiring interventions</li> </ul>	<p><b>Counselor Curriculum</b></p> <p><b>District ppt for eating disorders</b> <b>District/community page for resources</b> <b>Children’s Mercy</b> <b>K Med – Healthy Hawks</b></p> <p><b>Parents can preview</b> <b>Signs of suicide program</b></p> <p><b>Look for DVD on body image/eating disorders</b></p>

ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES
<p><b>SUBSTANCE USE, MISUSE, ABUSE, AND ADDICTION</b> (PE, Counselors)</p> <p>Resistance Skills Media messages Consequences of drug use</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate refusal skills for alcohol, tobacco, and other drugs</li> <li>• Recognize that most students do not use drugs and alcohol</li> <li>• Recognize subtle messages in the media regarding alcohol, tobacco, and other drug use</li> <li>• Identify laws pertaining to alcohol and other drug use</li> </ul>	<p><b>Project Alert</b></p> <p><b>How do we cover legalization of Marijuana laws?</b></p> <p><b>SRO</b></p>
<p><b>FAMILY LIFE AND SEXUALITY</b> (Science)</p> <p>Structure and function of the reproductive system</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Understand the structure and function of the human reproductive system</li> </ul>	<p><b>Unit 4 Science (?)</b></p>



# Health | Eighth



ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES
<p><b>PERSONAL HEALTH AND FITNESS</b> (PE)</p> <p>Healthy Lifestyle Personal Health Goals Lifelong recreational and leisure skills Cardiovascular endurance</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Identify healthy lifestyle habits and opportunities</li> <li>Apply strategies and skills needed to attain personal health goals</li> <li>Identify lifelong recreational and leisure skills needed for a healthy lifestyle</li> <li>Identify four major components of cardiovascular exercise (frequency, intensity, duration, type) and give examples of each</li> <li>Identify the benefits of aerobic exercise</li> </ul>	<p><b>PE curriculum</b></p>
<p><b>MENTAL AND EMOTIONAL HEALTH</b> (Counselors)</p> <p>Communication Skills &amp; Problem Solving Strategies Bullying Depression Stress Verbal, Physical, and Sexual Abuse</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Recognize effective verbal and nonverbal communication skills (passive, aggressive, assertive)</li> <li>Analyze possible causes of conflict among youth in schools and communities (bullying)</li> <li>Demonstrate ways an upstander can de-escalate a bullying situation</li> <li>Recognize warning signs of depression and suicide</li> <li>Explain the roles of family and friends in maintaining a healthy mental and emotional state</li> <li>Describe ways that mental well-being can affect his/her physical well-being and also the reverse</li> <li>Predict stressful situations and describe physical effects on the body (headaches, stomachaches, and various diseases)</li> <li>Recognize the difference between positive and negative stress</li> <li>Describe problem-solving strategies to cope with stress</li> <li>Define sexual harassment and develop the necessary skills to stop, prevent, and report it</li> <li>Recognize sources for reporting abuse such as parent, school counselor, school nurse, teacher or school administration</li> </ul>	<p><b>Counselor Curriculum</b></p> <p><b>Safehome “The Outrage” Dramatic Aids project</b> <b>MOCSA lessons – check BVMS</b></p> <p><b>DVD’s</b> <b>PPT</b></p>

ORGANIZING THEME/TOPIC	FOCUS STANDARDS & SKILLS	RESOURCES
<p><b>SUBSTANCE USE, MISUSE, ABUSE, AND ADDICTION</b> (PE, Counselors)</p> <p>Resistance Skills Media messages Consequences of drug use</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Demonstrate resistance skills for alcohol, tobacco, and other drugs</li> <li>• Recognize that most students do not use drugs and alcohol</li> <li>• Recognize subtle messages in the media regarding alcohol, tobacco, and other drug use</li> <li>• Identify laws pertaining to alcohol and other drug use</li> </ul>	<p><b>Project Alert SRO</b></p>
<p><b>FAMILY LIFE AND SEXUALITY</b> (Nurses)</p> <p>Abstinence Birth Control Resistance Skills Healthy Relationships Dating Situations</p>	<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>• Review Anatomy Structure &amp; Function</li> <li>• Recognize that abstinence is the only 100% effective way of preventing pregnancy and STI's</li> <li>• Recognize the types and reliability of various types of birth control</li> <li>• Recognize the physical, social and emotional consequences of early sexual activity</li> <li>• Define the characteristics of healthy vs. unhealthy realtionships</li> </ul>	<p><b>District ppt for birth control MOCSA The OUTRAGE Dramatic AIDS Michelle Thomas – abstinence speaker JOCO Health Dept</b></p>