

M.S.D. of Washington Township  
8550 Woodfield Crossing Blvd.  
Indianapolis, Indiana 46240-2478

# Health Education Curriculum Guide Grades 6 - 8

with emphasis on the district values of

*Respect*

*Responsibility*

*Courage*

*Caring*

*Honesty*

*Self-Discipline*

Approved by the Washington Township Board of Education  
July 9, 2003

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## **Health Education**

The Indiana Standards for Health Education are:

- Standard 1 Students will comprehend concepts related to health promotion and disease prevention.
- Standard 2 Students will demonstrate the ability to access and evaluate health information, products, and services.
- Standard 3 Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.
- Standard 4 Students will demonstrate the ability to apply self-management skills to enhance health.
- Standard 5 Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.
- Standard 6 Students will demonstrate the ability to implement decision making and goal setting skills to enhance health.
- Standard 7 Students will demonstrate the ability to advocate for personal, family, and community health.

Taken from the *Indiana Academic Standards for Health Education (December 5, 2002)*

**Metropolitan School District of Washington Township  
MIDDLE SCHOOL HEALTH CURRICULUM  
2003-2004**

GRADE	EXPLORATORY ROTATION	HEALTH/PHYSICAL EDUCATION (Semester)
6 <sup>th</sup>	<p style="text-align: center;"><u>HEALTH</u> (6 weeks – all students)</p> <ul style="list-style-type: none"> <li>• Introduction to Nutrition</li> <li>• Safety</li> <li>• Communicable &amp; Non-Communicable Diseases</li> <li>• Project Alert – Lessons 1-6</li> <li>• Growth &amp; Development – Puberty, Stages of Development</li> <li>• Social and Emotional Health (Decision Making, Setting Goals, Self Esteem, Conflict Resolution, Communication)</li> </ul>	<p style="text-align: center;">N/A</p>
7 <sup>th</sup>	<p style="text-align: center;"><u>NUTRITION &amp; FITNESS</u> (9 weeks)</p> <ul style="list-style-type: none"> <li>• Eating Disorders</li> <li>• Reading Labels &amp; Healthy Choices (Web Quest)</li> <li>• Heart Rate, Lungs, &amp; Endurance</li> <li>• Fitness Program Planning</li> <li>• Cardiovascular Disease</li> <li>• Weight Management (Web Quest)</li> </ul>	<p style="text-align: center;"><u>REQUIRED HEALTH</u> (6 weeks – all students)</p> <ul style="list-style-type: none"> <li>• Project Alert – Lessons 7-11</li> <li>• P.E.P. (Peers Educating Peers) (Abstinence &amp; Monogamy)</li> <li>• Dysfunctional Relationships</li> <li>• Death, Dying &amp; Grief</li> <li>• Body Systems</li> <li>• Introduction – conception-childbirth</li> <li>•</li> </ul>
8 <sup>th</sup>	<p style="text-align: center;"><u>HEALTH</u> (9 weeks)</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Human Growth &amp; Development (Conception-Early Childhood)</li> <li>• Childcare – Shaken Baby &amp; B.T.I.O.</li> <li>• Reproduction</li> </ul>	<p style="text-align: center;"><u>REQUIRED HEALTH</u> (6 weeks – all students)</p> <ul style="list-style-type: none"> <li>• CPR</li> <li>• First Aid</li> <li>• Project Alert – 3 Lesson Follow-Up</li> <li>• P.E.P. (peers Educating Peers) (Abstinence, Monogamy, S.T.D.s, AIDS, Sexual, Physical &amp; Emotional Abuse)</li> </ul>

July 9, 2003

# **HEALTH CURRICULUM**

## **GRADE 6**

**6<sup>TH</sup> GRADE**  
**HEALTH CURRICULUM - EXPLORATORY ROTATION**  
**(6 weeks - all students)**

UNIT	ACTIVITIES	GOAL
Introduction to Nutrition	<ul style="list-style-type: none"> <li>• Comparison of Food Labels</li> <li>• Examination of Food Pyramid</li> </ul>	4
Safety	<ul style="list-style-type: none"> <li>• Draw a floor plan of their home showing evacuation areas</li> <li>• Develop fire safety plan</li> <li>• List safety rules for pedestrians, bicycle riders and car passengers</li> <li>•</li> </ul>	3
Communicable & Non-Communicable Diseases	<ul style="list-style-type: none"> <li>• Classify and chart diseases according to prevention and treatment</li> </ul>	6, 9
Project Alert (lesson 1-6)	<ul style="list-style-type: none"> <li>• Role playing</li> <li>• Analyzing media's influence</li> </ul>	8
Growth & Development - puberty (stages of development)	<ul style="list-style-type: none"> <li>• Identify and label male and female body parts</li> <li>• View and discuss "Kids to Kids" video (talk about puberty)</li> <li>• Make a time-line on stages of development</li> </ul>	1
Social & Emotional Health (decision making, setting goals, self-esteem, conflict resolution, and communication)	<ul style="list-style-type: none"> <li>• Develop personal goal plan</li> <li>• Role-playing - solving a conflict</li> <li>• Recognize that eating disorders are related to low self-esteem</li> </ul>	2, 5, 7

METROPOLITAN SCHOOL DISTRICT OF WASHINGTON TOWNSHIP  
INDIANAPOLIS, INDIANA 46240

HEALTH CURRICULUM  
GRADE 6

**GOAL #1: GROWTH AND DEVELOPMENT**

The student will understand that growth and development is multidimensional, follows a predictable sequence, and yet is unique for each person.

**State Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

- 1.1 The student will identify the growth and development changes that occur in males and females during adolescence.
  - 1.1.1 describe natural occurrences in the adolescent body.
    - a. internal characteristics
    - b. external (secondary sex) characteristics
  - 1.1.2 list the major glands of the endocrine system and identify those with major influence on growth and development.
    - a. pituitary
    - b. thyroid
    - c. adrenal
    - d. ovaries
    - e. testicles
  - 1.1.3 discuss why adolescence is a time of emotional changes.
- 1.2 The student will list the different stages of the human life cycle and describe the characteristics of adolescence.
- 1.3 The student will describe ways to promote physical, mental, and social growth and development.
  - 1.3.1 apply knowledge of the integumentary system to personal cleanliness and good hygiene (skin, hair, teeth, ears, eyes).
- 1.4. The student will organize information showing positive and negative effects of various lifestyle choices on physical, mental, emotional, and social growth and development.
  - 1.4.1 foods
  - 1.4.2 health risks
  - 1.4.3 exercise
  - 1.4.4 sex
  - 1.4.5 drugs
- 1.5 The student will understand that a commitment to *responsible* personal choices will promote healthy growth and development.
  - 1.5.1 exercise and nutrition
  - 1.5.2 abstinence (sex, drugs, violence, illegal activities)



**HEALTH CURRICULUM  
GRADE 6 (cont.)**

- 1.6 The student will identify the structure and function of the reproductive system.
  - 1.6.1 identify basic male and female reproductive organs.
  - 1.6.2 recognize correct terminology related to puberty and the male and female reproductive systems.

**GOAL #2: MENTAL AND EMOTIONAL HEALTH**

The student will understand and assess the impact of emotions and stress on *self-respect*, behavior, and relationships with others.

**State Standard 3: Students will demonstrate ante ability to apply self- management skills to enhance health.**

- 2.1 The student will examine the interests and concerns of his/her age group.
  - 2.1.1 identify special qualities, abilities, and interests of individual members of the classes.
  - 2.1.2 show *respect* for the interests and concerns of others.
  - 2.1.3 define *self-respect* and describe its effect on behavior.
- 2.2 The student will define ways of building healthy friendships.
  - 2.2.1 identify the qualities of a healthy friendship
  - 2.2.2 explain the importance of *respect, responsibility, caring, courage, honesty, and self-discipline.*
- 2.3 The student will learn to respond appropriately to peer support and peer pressure.
  - 2.3.1 describe some of the effects of cliques versus making new friends, including using "I feel" statements.
  - 2.3.2 suggest ways to overcome roadblocks to making new friends.
  - 2.3.3 suggest ways to resist negative peer pressure.
  - 2.3.4 demonstrate how to handle conflict constructively.
- 2.4 The student will identify characteristics of physical, emotional, and social maturity and how they relate to one's total health.
  - 2.4.1 summarize the differences in growth patterns which occur as one becomes an adult.
  - 2.4.2 list characteristics that reflect physical, emotional, and social maturity.
- 2.5 The student will explain the value of goal setting on one's life.
  - 2.5.1 state at least two reasons for setting short term goals.
  - 2.5.2 identify and explain the purpose of long term goals.
- 2.6 The student will examine the impact of emotions and stress on *self-respect*, behavior, and relationships with others

**HEALTH CURRICULUM  
GRADE 6 (cont.)**

- 2.6.2 demonstrate *respect* for individual differences.
- 2.6.3 demonstrate acceptance of *responsibility* for personal behavior.
- 2.6.4 identify causes and effects of stress and healthy ways of relieving stress.
- 2.6.5 identify what depression is and how it can make you feel.

**GOAL #3: SAFETY**

The student will perceive the potential for hazards and accidents in any environment and the application of preventive and emergency measures.

**State Standards 3 & 6: Students will demonstrate the ability to apply self-management skills to enhance health. Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.**

- 3.1 The student will understand the potential for hazards and accidents in any environment.
  - 3.1.1 analyze various settings and identify possible hazards and potential accidents and how to prevent them.
  - 3.3.1 take personal *responsibility* for preventing accidents and identifying hazards.

**GOAL #4: NUTRITION**

The student will determine how nutritional intake and eating patterns affect and are affected by physical, social, mental, economic, and cultural factors.

**State Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

- 4.1 The student will explain how food choices are influenced by experiences, concern for growth and development, and social relations.
- 4.2 The student will describe the relationship between nutritional intake and one's state of health.
- 4.3 The student will describe healthy eating patterns.
  - 4.3.1 explain how *self-discipline* may be necessary to maintain healthy eating patterns.
  - 4.3.2 identify eating disorders such as anorexia nervosa, bulimia, & obesity.
- 4.4 The student will apply knowledge of the digestive and renal systems to digestion of food, absorption of nutrients, and removal of waste.
- 4.5 The student will explain how good nutrition helps prevent disease.
  - 4.5.1 identify diseases attributed to poor nutrition.

## HEALTH CURRICULUM GRADE 6 (cont.)

### **GOAL #5: FAMILY LIFE EDUCATION**

The student will understand how an individual's relationships influence and are influenced by the family that has evolved as a result of the interaction of social, economic, and cultural factors.

**State Standards 3 & 5: Students will demonstrate the ability to apply self-management skills to enhance health. Students will utilize interpersonal skills to enhance health.**

- 5.1 The student will identify family roles and *responsibilities* that contribute to the health of individuals.
  - 5.1.1 explain how families influence the values and attitudes of family members.
  - 5.1.2 explain the importance of mutual *respect* and *caring* in families.
  - 5.1.3 describe *responsibilities* that parents and children have to the family and to one another.
  - 5.1.4 give examples of how family members can work together to solve problems.
  - 5.1.5 give examples of family activities that are enjoyable for family members.
  
- 5.2 The student will discuss ways that sexuality might impact one's total well-being.
  - 5.2.1 describe healthy ways to express *caring*, friendship, love and concern.

### **GOAL #6: CONSUMER HEALTH**

The student will develop the ability to compare and contrast the factors that influence the individual's *responsible* selection of health information, products, and services.

**State Standard 2: Students will demonstrate the ability to access and evaluate health information, products, and services.**

- 6.1 The student will identify the factors that influence *responsible* selection of health information.
  - 6.1.1 examine information and claims about products and services presented through the media.
  - 6.1.2 identify medical, dental, and health-related specialists and their roles in consumer health.
  - 6.1.3 identify criteria for *responsible* selection of consumer goods and services.
  - 6.1.4 understand that the cost of health *care* is part of a family budget.
  - 6.1.6 recognize the importance of preventive health *care* interventions such as check-ups, immunization, and health screening fairs.

## HEALTH CURRICULUM GRADE 6 (cont.)

### GOAL #7: PERSONAL HEALTH AND WELLNESS

The student will assess his/her life style and assume *responsibility* for health choices and for an overall wellness program.

**State Standard 1 & 3: Students will comprehend concepts related to health promotion and disease prevention. Students will demonstrate the ability to apply self-management skills to enhance health.**

- 7.1 The student will evaluate principles and behaviors which contribute to high level wellness.
  - 7.1.1 recognize the interrelationship of physical, social, and emotional health.
  - 7.1.2 explain how and why needs for sleep, rest, nutrition, and physical activity change during different stages of life.
  - 7.1.3 identify the social and environmental influences on personal health practices.
  - 7.1.4 identify health factors, concerns, and experiences which involve personal decisions.
  - 7.1.5 explain how a balance of physical, social, and emotional health contributes to a positive self-concept and promotes *self-respect*.
  
- 7.2 The student will examine personal life style practices which influence life span and well being.
  - 7.2.1 demonstrate *caring* about personal health and wellness
  - 7.2.2 analyze habits and cultural differences.
  - 7.2.3 develop a personal fitness program in accordance with interests and life styles.
  - 7.2.4 identify factors which affect stress, e.g. sleep, exercise, nutrition.
  
- 7.3 The student will identify risk factors which are preventable.
  - 7.3.1. understand how cholesterol, blood pressure, and blood glucose affect health.
  - 7.3.2 recognize factors which can lead to cardiac disease, pulmonary disease, cancer, and other chronic diseases.
  - 7.3.3 *honestly* assess personal risk factors.
  - 7.3.4 take *responsibility* for controlling personal risk factors.

## HEALTH CURRICULUM GRADE 6 (cont.)

### **GOAL #8: ALCOHOL, TOBACCO AND OTHER DRUGS**

The student will recognize that the use of alcohol and other drugs arises from a variety of motivations and the effects have an impact on the health of the individual, the family and the community.

**State Standard 6: Students will demonstrate the ability to implement decision making and goal setting skills to enhance health.**

- 8.1 The student will recognize that there are a variety of circumstances that may lead to use of alcohol and other drugs.
  - 8.1.1 identify situations in which individuals use drugs and chemical substances.
  - 8.1.2 identify ways to avoid circumstances that lead to use of alcohol and other drugs.
  - 8.1.3 identify media messages that encourage use of alcohol and other drugs.
  
- 8.2 The student will demonstrate ways to deal with peer and societal pressure to use alcohol and others drugs. **(Project Alert - Lessons #1-6)**
  - 8.2.1 practice refusal skills through role playing.
  - 8.2.2 show how *self-discipline* can help avoid pressures to use alcohol and other drugs.
  - 8.2.3 formulate a life-long and drug-free plan of action.
  
- 8.3 The student will understand that substance use has a negative impact on the health of the individual, the family, and the community.
  - 8.3.1 identify signs, symptoms, and possible health risks at each level (experimental, social, daily use, addiction) of alcohol and other drug use.
  - 8.3.2 discuss and associate the interaction of personal, social, family, and environmental forces that may lead to the misuse of alcohol and other drugs.
  - 8.3.3 list and understand the rules of the school and the community regarding the use of alcohol and other drugs.
  - 8.3.4 list and understand regulatory laws controlling certain alcohol and other drugs and the reasons for the legal controls.
  
- 8.4 The student will learn about available school and community services and how to access those resources.
  - 8.4.1 examine a variety of treatment programs.

## HEALTH CURRICULUM GRADE 6 (cont.)

### **GOAL #9: HEALTH PROMOTION AND DISEASE PREVENTION**

The student will understand the causal factors of disease and disorders and the extent to which certain diseases and disorders can be prevented, treated, and controlled through individual health behaviors.

**State Standards 1,6, & 7: Students will comprehend concepts related to health promotion and disease prevention. Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health. Students will demonstrate the ability to advocate for personal, family, and community health.**

- 9.1 The student will identify the mental, emotional, social, and economic factors that promote health and prevent disease.
  - 9.1.1 describe how *responsibility* and *self-discipline* are necessary for the promotion of health and the prevention of disease.
  - 9.1.2 list and discuss the major causes of death for adults and teenagers.
  - 9.1.3 examine how environment and heredity might impact disease susceptibility.
- 9.2 The student will recognize the temporary and long-term effects of diseases and how diseases develop.
  - 9.2.1 differentiate among diseases of various types (acute versus chronic, communicable versus non-communicable, and genetic versus acquired).
  - 9.2.2 discuss the health risks associated with use of cigarettes and smokeless tobacco products.
  - 9.2.3 identify early signs and symptoms of major diseases.
- 9.3 The student will explain the body's immune response system.
  - 9.3.1 describe the cells of the immune system and explain how HIV damages the immune system.
- 9.4 The student will explain the role of research and its contributions to disease control.
  - 9.4.1 distinguish between vaccines, cure, treatment, and prevention.
- 9.5 The student will discuss how communicable disease organisms are transmitted.
  - 9.5.1 identify four types of pathogens and how they are spread.
  - 9.5.2 identify myths and facts about AIDS.
  - 9.5.3 explain how AIDS can be contracted and prevented and list the body fluids in which HIV is found.

**HEALTH CURRICULUM  
GRADE 6 (cont.)**

- 9.6 The student will assess personal health risks and will understand how to avoid high risk behavior.
- 9.6.1 *honestly* assess personal health risks and explain how to avoid them.
  - 9.6.2 explain why abstinence from sexual intercourse is the best way to prevent sexually transmitted diseases including HIV infection.
  - 9.6.3 identify the causes of heart disease and obesity and ways to prevent these diseases.
  - 9.6.4 explain the role of *self-discipline* and personal *responsibility* in avoiding high risk behaviors.
  - 9.6.5 describe **responsible** habits and behaviors that promote health and wellness.





# **HEALTH CURRICULUM**

## **GRADE 7**

**7<sup>TH</sup> GRADE  
HEALTH/P.E. SEMESTER  
(Health - 6 Weeks - All Students)**

<b>UNIT</b>	<b>ACTIVITIES</b>	<b>GOAL</b>
Project Alert (lessons 7-11)	<ul style="list-style-type: none"> <li>• Role playing on internal/external pressures to use drugs</li> </ul>	6
P.E.P. (Peers Educating Peers)	<ul style="list-style-type: none"> <li>• N.C. students facilitating discussion and activities dealing with abstinence</li> </ul>	1, 4, 7
Dysfunctional Relationships	<ul style="list-style-type: none"> <li>• Discussion of popularity v. respect</li> <li>• Identifying abusive relationships</li> <li>• Do's &amp; Don'ts of dating</li> <li>• Accessing school and community resources</li> </ul>	2, 4
Death, Dying, & Grief	<ul style="list-style-type: none"> <li>• Township suicide video discussion</li> <li>• Discuss personal experiences</li> </ul>	2
Body Systems	<ul style="list-style-type: none"> <li>• Identify bones &amp; joints in skeletal system (common names v. scientific names)</li> <li>• Cooperative learning project on body systems</li> <li>• Written &amp; oral presentations</li> </ul>	1
Introduction Conception-Birth	<ul style="list-style-type: none"> <li>• Chart stages of pregnancy</li> <li>• 9 month miracle computer software (developing fetus in the womb)</li> </ul>	1

**7<sup>TH</sup> GRADE**  
**HEALTH CURRICULUM - EXPLORATORY ROTATION (9 weeks)**

<b>NUTRITION &amp; FITNESS</b>	<b>ACTIVITIES</b>	<b>GOAL</b>
Eating Disorders	<ul style="list-style-type: none"> <li>• View &amp; Discuss Anorexia/Bulimia video</li> <li>• Case study analysis</li> </ul>	3, 7
Reading Labels & Making Healthy Choices	<ul style="list-style-type: none"> <li>• Information gathering through the internet</li> <li>• Apply internet information to personal dietary choices</li> </ul>	3, 5, 8
Heart Rate, Lungs & Endurance	<ul style="list-style-type: none"> <li>• Calculate target heart rate</li> <li>• Target heart rate project</li> </ul>	5
Fitness Program Planning	<ul style="list-style-type: none"> <li>• Develop a personalized fitness program</li> <li>• President's Activity Lifestyle Log</li> </ul>	5, 7
Cardiovascular Disease	<ul style="list-style-type: none"> <li>• Lecture &amp; discussion</li> </ul>	5, 7, 8
Weight Management	<ul style="list-style-type: none"> <li>• Nutrition Mission Web Quest (interactive activity)</li> <li>• Evaluate food choices at fast food restaurants</li> <li>• Using a height/weight chart, students will draw conclusions based on diet and exercise</li> <li>• Body Talk</li> </ul>	3, 5, 7, 8

## HEALTH CURRICULUM GRADE 7

### **GOAL #1: GROWTH AND DEVELOPMENT**

The student will understand that growth and development is multidimensional, follows a predictable sequence, and yet is unique for each person.

#### **State Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

- 1.1 The student will understand the growth and developmental changes that occur in males and females during adolescence.
  - 1.1.1 understand natural occurrences in the adolescent body.
    - a. internal characteristics
    - b. external (secondary sex) characteristics
  - 1.1.2 understand the function of major glands of the endocrine system and explain their influence on growth and development.
    - a. pituitary
    - b. thyroid
    - c. adrenal
    - d. ovaries
    - e. testicles
  - 1.1.3 explain why adolescence is a time of emotional changes.
- 1.2 The student will describe the different stages of the human life cycle.
  - 1.2.1 pre-birth
  - 1.2.2 childhood
  - 1.2.3 adolescence
  - 1.2.4 adulthood
- 1.3 The student will evaluate ways one can promote physical, mental, and social growth and development.
  - 1.3.1 explain ways adolescent development creates needs and emotions and influences behavior.
  - 1.3.2 explain how abstinence from sex and drug use promotes growth and development.
- 1.4 The student will analyze information showing positive and negative effects of various lifestyle choices on physical, mental, emotional, and social growth and development.
  - 1.4.1 eating disorders
  - 1.4.2 health risks
  - 1.4.3 exercise
  - 1.4.4 sex
  - 1.4.5 drugs

**HEALTH CURRICULUM  
GRADE 7 (cont.)**

- 1.5 The student will explain how a commitment to positive personal choices will promote healthy growth and development.
  - 1.5.1 exercise and nutrition
  - 1.5.1 abstinence (sex, drugs, violence, illegal activities)
  
- 1.6 The student will describe the structure and function of the reproductive system.
  - 1.6.1 identify basic male and female reproductive organs.
  - 1.6.2 describe the basic functions of the male and female reproductive systems.
  - 1.6.3 demonstrate knowledge of correct terminology related to the reproductive systems and functions.
  
- 1.7 The student will explain the relationship between heredity and development.
  - 1.7.1 DNA, genes, chromosomes
  - 1.7.2 cell division (mitosis, meiosis)
  - 1.7.3 human traits

**GOAL #2: MENTAL AND EMOTIONAL HEALTH**

The student will understand and assess the impact of emotions and stress on *self-respect*, behavior, and relationships with others.

**State Standards 3 & 4: Students will demonstrate the ability to apply self management skill to enhance health. Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors.**

- 2.1 The student will examine the interests and concerns of his age group.
  - 2.1.1 identify the qualities necessary to create a supportive environment in which to explore issues and skills related to early adolescence.
  - 2.1.2 recognize that the changes young people experience in adolescence are normal.
  
- 2.2 The student will analyze the effects of *self-respect* upon behavior.
  - 2.2.1 identify at least two characteristics of healthy *self-respect*.
  - 2.2.2 give examples of how *self-respect* affects behavior.
  - 2.2.3 summarize how early childhood influences may affect self in a positive or negative manner.
  - 2.2.4 describe at least three major influences which affect *self-respect*.
  
- 2.3 The student will explain ways of building healthy friendships.
  - 2.3.1 analyze the qualities of a good friendship.
  - 2.3.2 distinguish between positive and negative peer pressure.
  - 2.3.3 explain the role of *respect, responsibility, caring, courage, honesty*, and *self-discipline* in building healthy friendships.

**HEALTH CURRICULUM  
GRADE 7 (cont.)**

- 2.4 The student will demonstrate how to respond appropriately to peer support and peer pressure.
  - 2.4.1 demonstrate use of “I feel” statements to remove roadblocks to healthy friendships.
  - 2.4.2 demonstrate effective ways to resist negative peer pressure.
  - 2.4.3 demonstrate ways to resolve conflict constructively.
  
- 2.5 The student will identify characteristics of physical, emotional, and social maturity and how they relate to one’s total health.
  - 2.5.1 summarize the differences in growth patterns which occur as one becomes an adult.
  - 2.5.2 list characteristics that reflect physical, emotional, and social maturity.
  - 2.5.3 recognize that *responsible* actions lead to good character.
  
- 2.6 The student will explain the relationship between decision making and goal setting.
  - 2.6.1 realize that the consequences of decisions have a direct impact on attaining goals.
  - 2.6.2 take personal *responsibility* for making positive decisions about health.
  - 2.6.3 recognize the value of setting goals and achieving them.
  
- 2.7 The student will analyze the impact of emotions and stress on self-concept, behavior, and relationships with others.
  - 2.7.1 describe how *respect* for self is important to health.
  - 2.7.2 evaluate the importance of sharing feelings.
  - 2.7.3 describe ways in which feelings affect behavior.
  - 2.7.4 demonstrate *respect* for individual differences.
  - 2.7.5 demonstrate acceptance of *responsibility* for personal behavior.
  - 2.7.6 identify causes and effects of stress.
  - 2.7.7 identify causes and effects of depression.

**GOAL #3: NUTRITION**

The student will determine how nutritional intake and eating patterns affect and are affected by physical, social, mental, economic, and cultural factors.

**State Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

- 3.1 The student will assess the relationship between nutritional status and health.
  
- 3.2 The student will recognize eating disorders such as anorexia nervosa, bulimia, and obesity.
  - 3.2.1 identify at-risk characteristics for eating disorders.

**HEALTH CURRICULUM  
GRADE 7 (cont.)**

- 3.3 The student will analyze and illustrate how good nutrition helps prevent disease.
- 3.3.2 examine disorders caused by nutritional deficiencies and explain how they can be prevented.
- 3.4 The student will apply knowledge of the digestive and renal systems to digestion of food, absorption of nutrients, and removal of waste.

**GOAL #4: FAMILY LIFE EDUCATION**

The student will understand how an individual's relationships influence and are influenced by the family that has evolved as a result of the interaction of social, economic, and cultural factors.

**State Standards 3 & 5: Students will demonstrate the ability to apply self management skills to enhance health. Students will demonstrate the ability to utilize interpersonal communication skills to enhance health.**

**P.E.P. (Peers Educating Peers)**

- 4.1 The student will describe family roles and *responsibilities* that can contribute to the health of individuals.
- 4.1.1 analyze how families influence values, standards, and attitudes of family members.
- 4.1.2 demonstrate the importance of *respect, responsibility, caring, honesty, courage, and self-discipline* in families.
- 4.1.3 describe problems that create dysfunction within families
- addictions
  - abuse
  - selfishness
  - self-centeredness
- 4.1.4 identify skills which influence effective parenting.
- 4.1.5 describe the evolving roles of males and females in modern society and in various ethnic or cultural settings.
- 4.1.6 show *respect* for gender, ethnic, and cultural differences.
- 4.2 The student will discuss ways that sexuality might impact one's total well-being.
- 4.2.1 evaluate the benefits of same gender and mixed gender group activities.
- 4.2.2 give examples of social and recreational activities that help support decisions to abstain from sexual intercourse.
- 4.2.3 relate how peer pressure or a lack of friends might affect choices relating to sexual behavior.
- 4.2.4 relate how decisions to engage in illegal drug use or sexual intercourse may have life long consequences.

## HEALTH CURRICULUM GRADE 7 (cont.)

- 4.2.5 demonstrate *self-respect* and *self-discipline* by developing a personal plan for abstinence from sexual intercourse.
- 4.2.6 demonstrate an understanding of the principles of virginity, abstinence, celibacy, and monogamy.
- 4.2.7 identify physical, emotional, and social benefits of delaying sexual involvement.

### **GOAL #5: PERSONAL HEALTH AND WELLNESS**

The student will assess his/her life style and assume *responsibility* for health choices and for an overall wellness program.

**State Standards 1,6, & 7: Students will comprehend concepts related to health promotion and disease prevention. Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health. Students will demonstrate the ability to advocate for personal, family, and community health.**

- 5.1 The student will evaluate principles and behaviors which contribute to high level wellness.
  - 5.1.1 demonstrate *caring* about personal health and wellness.
  - 5.1.2 identify behaviors that contribute to health and wellness.
- 5.2 The student will examine personal life style practices which influence life span and well being.
  - 5.2.1 analyze dietary intake and develop a sound nutritional program.
  - 5.2.2 develop and assess a personal fitness program.
  - 5.2.3 examine the effects of negative stress and develop strategies which deal with the effects of stress.
  - 5.2.4 take *responsibility* for personal lifestyle practices.

### **GOAL #6: ALCOHOL, TOBACCO AND OTHER DRUGS**

The student will recognize that the use of alcohol and other drugs arises from a variety of motivations and the effects have an impact on the health of the individual, the family and the community.

**State Standards 4,6, & 7: Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors. Students will demonstrate the ability to implement decision making and goal setting skills to enhance health. Students will demonstrate the ability to advocate for personal, family, and community health. Project Alert**

- 6.1 The student will recognize that there are a variety of circumstances that may lead to alcohol and other drug abuse.
  - 6.1.1 examine situations in which individuals misuse or abuse alcohol and other drugs.
  - 6.1.2 suggest ways to avoid or prevent misuse of alcohol and other drugs.



**HEALTH CURRICULUM**  
**7<sup>TH</sup> GRADE (cont.)**

- 6.2 The student will demonstrate ways to counteract negative peer and societal pressure. **(Project Alert – Lessons 7-11)**
- 6.2.1 demonstrate refusal skills.
  - 6.2.2 explain how *self-discipline*, *self-respect*, and *courage* can help counteract peer and societal pressures.
- 6.3 The student will explain how substance abuse has a negative impact alcohol on the health of the individual, the family, and the community.
- 6.3.1 examine signs, symptoms, and possible health risks at each level (experimental, social, daily use, addiction) of the misuse of alcohol and other drugs.
  - 6.3.2 examine the interaction of personal, social, family, and environmental forces that may lead to the misuse of alcohol and other drugs.
  - 6.3.3 explain why the rules of the school and the community regarding the misuse of alcohol and other drugs, explain why rules are necessary.
  - 6.3.4 demonstrate knowledge of regulatory laws controlling certain alcohol and other drugs and the reasons for the legal controls.
  - 6.3.5 demonstrate knowledge of the relationship between violence and drug use.
- 6.4 The student will examine available school and community services and how to access those resources.
- 6.4.1 compare and analyze intervention strategies and treatment programs.

**GOAL #7: HEALTH PROMOTION AND DISEASE PREVENTION**

The student will understand the causal factors of disease and disorders and the extent to which certain diseases and disorders can be prevented, treated, and controlled through individual health behaviors.

**State Standard 1,6, & 7: Students will comprehend concepts related to health promotion and disease prevention. Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health. Students will demonstrate the ability to advocate for personal, family, and community health. P.E.P. (Peers Educating Peers)**

- 7.1 The student will explain and classify the mental, emotional, social and economic factors that promote health and prevent disease.
- 7.1.1 summarize how *self-discipline* is necessary for the promotion of health and the prevention of disease.
  - 7.1.2 compare and contrast the major causes of death for adults and teenagers.
  - 7.1.3 explain how race, culture, hereditary, and socioeconomic factors might impact disease susceptibility.

## HEALTH CURRICULUM 7<sup>TH</sup> GRADE (cont.)

- 7.2 The student will explain the temporary and long-term effects of diseases and how diseases develop.
  - 7.2.1 classify various types of diseases (acute versus chronic, communicable versus non-communicable and genetic versus acquired).
  - 7.2.2 compare and contrast the health risks associated with use of cigarettes versus use of smokeless tobacco products.
  - 7.2.3 recognize warning signs of conditions that threaten both physical and mental health such as chemical dependency, suicide, and eating disorders.
  - 7.2.4 assess the early signs and symptoms of major diseases.
  
- 7.3 The student will explain the body's immune response system.
  - 7.3.1 describe the cells of the immune system and explain how HIV damages the immune system.
  
- 7.4 The student will explain the role of research and its contributions to disease control.
  - 7.4.1 distinguish between vaccines, cure, treatment, and prevention.
  
- 7.5 The student will discuss that sexual intimacy is one way in which disease organisms are transmitted. (P.E.P. program)
  - 7.5.1 identify myths and facts regarding STDs, AIDS, and contraceptives.
  - 7.5.2 explain how STDs can be contracted and prevented.
  - 7.5.3 list major signs of STDs and realize that some have no observable signs.
  - 7.5.4 list the body fluids in which HIV is found.
  
- 7.6 The student will assess personal health risks and will understand how to avoid high risk behavior.
  - 7.6.1 explain why abstinence from sexual intercourse is the best way to prevent sexually transmitted diseases including HIV infection.
  - 7.6.2 *honestly* assess and classify personal behaviors as low, moderate, or high risk for STD/HIV transmission.
  - 7.6.3 recognize that it takes *self-respect*, *self-discipline*, and *courage* to avoid high risk behaviors.
  - 7.6.4 take personal *responsibility* for avoiding high risk behaviors.
  
  - 7.6.5 develop a personal plan for avoiding high risk behaviors.

## HEALTH CURRICULUM 7<sup>TH</sup> GRADE (cont.)

### GOAL #8: CONSUMER HEALTH

The student will develop the ability to compare and contrast the factors that influence the individual's *responsible* selection, utilization, and evaluation of health information, products, and services.

**State Standard 1,2,3,4,6,& 7: Students will comprehend concepts related to health promotion and disease prevention. Students will demonstrate the ability to access and evaluate health information, products, and services. Students will demonstrate the ability to apply self-management skills to enhance health. Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors. Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health. Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.1 The student will compare and contrast the factors that influence *responsible* selection, utilization, and evaluation of health information, products and services.
  - 8.1.1 develop guidelines for *responsible* selection and use of health information, products, and services.
  - 8.1.2 analyze information and claims about products and services presented through the media.
  - 8.1.3 compare medical, dental, and health-related specialists and their roles in consumer health.
  - 8.1.4 compare criteria for *responsible* selection of consumer goods and services.
  - 8.1.5 analyze how the cost of health *care* is part of a family budget.
  - 8.1.6 explain the importance of preventive health *care* interventions such as check-ups, immunization, and health screening fairs.



# **HEALTH CURRICULUM**

## **GRADE 8**

8<sup>TH</sup> GRADE  
HEALTH/P.E. SEMESTER  
(Health 6 weeks - all students)

UNITS	ACTIVITIES	GOAL
CPR	<ul style="list-style-type: none"> <li>• Practice and demonstration of infant, child, and adult CPR</li> </ul>	5
First Aid	<ul style="list-style-type: none"> <li>• Practice and demonstrate proficiency in bandaging and applying a sling</li> <li>• Demonstrate steps to stop severe bleeding through practicum</li> </ul>	5
Project Alert (3 follow-up lessons)	<ul style="list-style-type: none"> <li>• Role playing activity on assertive vs. aggressive behavior</li> <li>• Review of gateway drugs</li> </ul>	4
P.E.P. (Peers Educating Peers)	<ul style="list-style-type: none"> <li>• North Central students facilitating discussion and activities dealing with abstinence</li> </ul>	6

8<sup>TH</sup> GRADE  
HEALTH CURRICULUM - EXPLORATORY ROTATION  
(9 weeks)

UNITS	ACTIVITIES	GOAL
Relationships	<ul style="list-style-type: none"> <li>• Assertive/ Aggressive role-playing</li> <li>• Discussion of personal safety and preventing date rape</li> </ul>	3
Human Growth & Development (conception-early childhood)	<ul style="list-style-type: none"> <li>• List developmental milestones (conception-early childhood)</li> </ul>	1
Childcare	<ul style="list-style-type: none"> <li>• Shaken baby syndrome (guest speaker)</li> <li>• Baby Think It Over project</li> <li>• Teen Action Center speaker</li> </ul>	2, 3
Reproduction	<ul style="list-style-type: none"> <li>• Labeling and identifying the various internal and external male/female reproductive organs</li> <li>• Collage of personal femaleness or maleness (using words)</li> </ul>	1
S.T.D.s & AIDS	<ul style="list-style-type: none"> <li>• Evaluate personal health risks</li> <li>• Guest speaker from Damien Center</li> </ul>	6
Abuse - (sexual, physical & emotional)	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of how when and where to obtain assistance</li> <li>• Examination of healthy family dynamics</li> </ul>	2, 3

**HEALTH CURRICULUM  
GRADE 8 (con't.)**

**GOAL #1: GROWTH AND DEVELOPMENT**

The student will understand that growth and development is multidimensional, follows a predictable sequence, and yet is unique for each person.

**State Standard 1 & 6: Students will comprehend concepts related to health promotion and disease prevention. Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health. P.E.P. (Peers Educating Peers) Project Alert**

- 1.1 The student will compare and contrast the growth and developmental changes that occur in males and females during adolescence.
  - 1.1.1 explain natural occurrences in the adolescent body.
- 1.2 The student will describe the different stages of the human life cycle.
- 1.3 The student will describe ways one can promote physical, mental, and social growth and development.
  - 1.3.1 demonstrate understanding and *respect* for individual differences.
  - 1.3.2 show positive and negative effects of various lifestyle choices on physical, mental, emotional, and social growth and development.
  - 1.3.3 develop a plan of *responsible* lifestyle choices that will promote growth and development.
- 1.4 The student will understand that a commitment to positive personal choices will promote healthy growth and development.
  - 1.4.1 abstinence (sex, drugs, violence, illegal activities).
  - 1.4.2 demonstrate a commitment to making *responsible* personal choices.
- 1.5 The student will describe the structure and function of the reproductive system.
  - 1.5.1 identify basic male and female reproductive organs.
  - 1.5.2 describe the basic functions of the male and female reproductive systems.
  - 1.5.3 describe changes during puberty.
- 1.6 The student will investigate the relationship of family, heredity, and environment on development.



## HEALTH CURRICULUM GRADE 8 (con't.)

### GOAL #2: MENTAL AND EMOTIONAL HEALTH

The student will assess and internalize the impact of emotions and stress on self-concept, behavior, and relationships with others.

**State Standards 3, 4, 6, & 7: Students will demonstrate the ability to apply self management skills to enhance health. Students will demonstrate the ability to analyze the influence of family, culture, peers, community, media, and technology on health and health behaviors. Students will demonstrate the ability to advocate for personal, family, and community health. Students will demonstrate the ability to advocate for personal, family, and community health.**

- 2.1 The student will describe how personal behavior affects self and others.
  - 2.1.1 explain how personal and family values influence decisions about health.
  - 2.1.2 assume *responsibility* for personal behavior in school.
  - 2.1.3 recognize that personal decisions may lead to positive or negative consequences.
  
- 2.2 The student will learn to respond appropriately to peer support and peer pressure.
  - 2.2.1 demonstrate use of "I feel" statements to remove roadblocks to healthy relationships.
  - 2.2.2 define refusal skills and give examples of situations where refusal skills can be employed.
  - 2.2.3 explain how *courage* and *self-discipline* can help respond to peer pressure.
  
- 2.3 The student will examine the impact of emotions and stress on self-concept, behavior, and relationships with others.
  - 2.3.1 describe common emotions and healthy influences of physical health.
  - 2.3.2 demonstrate acceptance of *responsibility* for personal behavior.
  - 2.3.3 describe coping strategies and develop a plan to combat stressful situations.
  - 2.3.4 recognize depression in self and others and know that it can lead to serious consequences.
  
- 2.4 The student will recognize the value of setting goals.
  - 2.4.1 set long and short term goals.
  - 2.4.2 develop a plan for achieving the goals.

## HEALTH CURRICULUM GRADE 8 (con't.)

### GOAL #3: FAMILY LIFE EDUCATION

The student will understand how an individual's relationships influence and are influenced by the family that has evolved as a result of the interaction of social, economic, and cultural factors.

**State Standards 3,5, & 6 : Students will demonstrate the ability to apply self -management skills to enhance health. Students will demonstrate the ability to utilize interpersonal communication skills to enhance health. Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health. P.E.P. (Peers Educating Peers)**

- 3.1 The student will describe family roles and *responsibilities* that contribute to the health of individuals.
  - 3.1.1 analyze how families influence values, standards, and attitudes of family members.
  - 3.1.2 compare and contrast different family structures within modern society.
  - 3.1.3 examine the importance of mutual *respect, caring*, and effective parenting techniques in families.
    - a. identify skills which influence effective parenting.
    - b. describe the evolving roles of males and females in modern society and in various ethnic or cultural settings.
  
- 3.2 The student will discuss ways that sexuality might impact one's total well-being.
  - 3.2.1 describe healthy ways to express *caring*, love, friendship, and concern in relationships.
  - 3.2.2 describe expected physical and emotional changes related to sexual development.
  - 3.2.3 identify misleading messages about human relationships in the media.
  - 3.2.4 relate how decisions to engage in illegal drug use or sexual intercourse may have life long consequences.
  - 3.2.5 show *self-respect* and *self-discipline* by developing a personal plan for abstinence from sexual intercourse.
  - 3.2.6 demonstrate an understanding of the principles of virginity, abstinence, celibacy, and monogamy.

**HEALTH CURRICULUM  
GRADE 8 (con't.)**

**GOAL #4: ALCOHOL, TOBACCO AND OTHER DRUGS**

The student will recognize that the use of alcohol and other drugs arises from a variety of motivations and the effects have an impact on the health of the individual, the family and the community.

**State Standards 4,6, & 7: Students will demonstrate the ability to analyze the Influence of family, culture, peers, community, media, and technology on health and health behaviors. Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health. Students will demonstrate the ability to advocate for personal, family, and community health. Project Alert**

- 4.1 The student will understand the relationship between alcohol and other drug use and lack of inhibition that leads to violence and high risk behaviors.
- 4.2 The student will review ways to counteract negative peer and society pressures to use alcohol and other drugs.
- 4.3 The student will explain the negative societal effects of alcohol and drug abuse and examine the community services available for treatment.
- 4.4 The student will recognize alcohol and other drug use behaviors and avoid situations that may cause personal risk or injury.
  - 4.4.1 demonstrate the ability to avoid violent behavior that may be related to alcohol and other drug use.

**GOAL #5: SAFETY AND FIRST AID**

The student will perceive the potential for hazards and accidents in any environment and the application of preventive and emergency measures.

**State Standard 6: Students will demonstrate the ability to implement decision-making and goal setting skills to enhance health.**

- 5.1 The student will recognize emergencies and know emergency action steps.
  - 5.1.1 prioritize the *care* and treatment of injuries based on need.
  - 5.1.2 identify essential first-aid items necessary for an emergency situation.
  - 5.1.3 demonstrate personal *responsibility, courage, and caring* in emergency situations.

**HEALTH CURRICULUM**  
**GRADE 8 (con't.)**

- 5.2 The student will understand the difference between open and closed wounds and demonstrate how to *care* for wounds and control bleeding.
  - 5.2.1 distinguish between open and closed wounds.
  - 5.2.2 list the steps necessary to treat wounds and control bleeding.
- 5.3 The student will understand the relationship between shock and sudden illness or major injury.
  - 5.3.1 list the steps necessary to prevent and treat different kinds of shock.
- 5.4 The student will demonstrate the Heimlich maneuver, artificial respiration, and CPR.
- 5.5 The student will differentiate among the four methods of poisoning through absorption, injection, inhalation, and ingestion.
  - 5.5.1 list the steps necessary to prevent and treat different kinds of poisoning.
- 5.6 The student will demonstrate an understanding of steps necessary to prevent fires and treat burns.
  - 5.6.1 list the steps necessary to prevent fires and treat burns.
- 5.7 The student will understand the emergency situations that occur with excessive heat and/or cold.
  - 5.7.1 list the steps necessary to prevent and treat excessive heat and cold exposure.
- 5.8 The student will identify the steps necessary to recognize and treat emergency situations that arise from sudden illness (diabetic coma, seizures, strokes, cardiac arrest, hyperventilation).
  - 5.8.1 list the steps necessary to treat sudden illness.
- 5.9 The student will demonstrate the steps necessary to treat injuries to muscles, bones, and joints.
  - 5.9.1 list ways to prevent injuries to muscles, bones, and joints.
- 5.10 The student will take the written and performance assessments to earn a Red Cross CPR and Safety Certificate.

**HEALTH CURRICULUM**  
**8<sup>TH</sup> GRADE (cont.)**

**GOAL #6: HEALTH PROMOTION AND DISEASE PREVENTION**

The student will understand the causal factors of disease and disorders and the extent to which certain diseases and disorders can be prevented, treated, and controlled through individual health behaviors.

- 6.1 The student will explain the role of research and its contributions to disease control.
  - 6.1.1 distinguish between vaccines, cure, treatment, and prevention.
- 6.2 The student will discuss that sexual intimacy is one way in which disease organisms are transmitted. (P.E.P. program)
  - 6.2.1 identify myths and facts regarding STDs/HIV and contraceptives.
  - 6.2.2 explain how STDs/HIV can be contracted and prevented.
  - 6.2.3 list major signs of STDs/HIV and realize that some have no observable signs.
  - 6.2.4 list the body fluids in which HIV is found.
- 6.3 The student will assess personal health risks and will understand how to avoid high risk behavior.
  - 6.3.1 explain why abstinence from sexual intercourse is the best way to prevent sexually transmitted diseases including HIV infection.
  - 6.3.2 analyze personal lifestyle and *honestly* assess behaviors for possible risks.
  - 6.3.3 classify behaviors as low, moderate, or high risk for STDs/HIV transmission.
  - 6.3.4 explain how peer pressure might influence a person to increase risk.
  - 6.3.5 recognize that it takes *self-respect, self-discipline,* and *courage* to avoid high risk behaviors.

Appendix A

**M.S.D. of Washington Township  
District Values**

Approved by Board of Education

August 26, 1998

- RESPECT** to show regard, consideration, and courtesy for the rights and feelings of others; proper regard for one's community and one's self
- RESPONSIBILITY** to be able to distinguish between right and wrong and to be held accountable for one's actions.
- CARING** to be thoughtful of the safety, welfare, and comfort of others.
- HONESTY** to neither lie, steal, nor cheat.
- COURAGE** to have the inner strength to do the right thing even when it is most difficult; to have the *courage* of one's convictions even when those convictions are unpopular or inconvenient.
- SELF-DISCIPLINE** to be in control of one's desires, actions, and habits.

## Appendix B

### HEALTH EDUCATION LEGISLATION

#### 20-10.1-4-4 Morals instruction

Sec. 4. Morals Instruction. Each public and non-public school teacher, employed to instruct in the regular courses of the first twelve (12) grades, shall present his instruction with special emphasis on honesty, morality, courtesy, obedience to law, respect for the national flag, the constitutions of the United States and of Indiana, respect for parents and the home, the dignity and necessity of honest labor and other lessons of a steadying influence, which tend to promote and develop an upright and desirable citizenry. The state superintendent shall prepare outlines or materials for this instruction and incorporate them in the regular courses of these twelve (12) GRADES. *(Formerly: Acts 1975, P.L.240, SEC.1.)*

#### 20-10.1-4-6 Safety education

Sec. 6. A course in safety education for no less than one (1) full semester shall be taught in the eighth grade of each public and nonpublic school. The state board of education shall:

- (1) prepare a guide for this course which the teacher shall use and which may be revised under the direction of the state board of education; and
- (2) adopt textbooks or other materials for this course under IC 20-10.1-9.

*(Formerly: Acts 1975, P.L.240, SEC.1.) As amended by P.L.20-1984, Sec.111.*

#### 20-10.1-4-7 Hygiene

Sec. 7. (a) The principles of hygiene and sanitary science shall be taught in the fifth grade of each public school and may be taught in other grades; this instruction must explain the ways dangerous communicable diseases are spread and the sanitary methods for disease prevention and restriction. The state health commissioner and the state superintendent shall jointly compile a leaflet describing the principles of hygiene, sanitary science, and disease prevention. They shall supply these leaflets to each superintendent, who in turn shall supply them to each school and shall require the teachers to comply with this section. Each prosecuting attorney to whom the state department of health or its agents reports any violation of this section shall commence proceedings against the violator.

## HEALTH EDUCATION LEGISLATION (continued)

- (b) Any person who objects in writing, or any person under the age of eighteen (18) whose parent or guardian objects in writing, to health and hygiene courses because the courses conflict with the person's religious teachings is entitled to be excused from receiving medical instruction or instruction in hygiene or sanitary science, without penalties as to grades or graduation. *(Formerly: Acts 1975, P.L.240, SEC.1.) As amended by P.L.2-1992, SEC.724.*

### 20-10.1-4-8 Diseases

Sec. 8. Diseases. The trustee of each township and the board of school trustees of each city shall provide in each of their public schools for the illustrative teaching of the spread of disease by rats, flies, and mosquitoes, and its effects, and of disease prevention by the proper selection and consumption of food. A school official who fails to comply with this section commits a Class C infraction. *(Formerly: Acts 1975, P.L.240, SEC.1.) As amended by Acts 1978, P.L.2, SEC.2011.*

### 20-10.1-4-9.1 Alcoholic beverages, tobacco, prescription drugs and controlled substances; instruction in kindergarten through grade 12

Sec. 9.1. (a) Beginning in the 1991-92 school year, the governing body of each school corporation shall for each grade from kindergarten through grade 12 provide instruction concerning the effects that alcoholic beverages, tobacco, prescription drugs, and controlled substances have on the human body and society at large.

(b) The board shall make available to all school corporations a list of appropriate available instructional material on the matters described in subsection (a).

(c) The department shall develop curriculum guides to assist teachers assigned to teach the material described in subsection (a).

(d) The board shall approve drug education curricula for every grade from kindergarten through grade 12.

(e) The department shall provide assistance to each school corporation to train at least one (1) teacher in the school corporation in drug education. *As added by P.L.342-1989(ss), SEC.15. Amended by P.L.51-1990, SEC.16.*



## HEALTH EDUCATION LEGISLATION (continued)

### 20-10.1-4-10 AIDS

Sec. 10. (a) Each school corporation shall include in its curriculum instruction concerning the disease known as acquired immune deficiency syndrome (AIDS) and shall integrate this effort to the extent possible with instruction on other dangerous communicable diseases.

(b) A school corporation shall consider the recommendations of the AIDS advisory council (as established in IC 20-8.1-11) concerning community standards on the content of the instruction, the manner in which the information is presented, and the grades in which it is taught.

(c) Literature that is distributed to school children and young adults under this section must include information required by IC 20-8.1-7-21.

(d) The department, in consultation with the state department of health, shall develop AIDS educational materials. The department shall make the materials developed under this section available to school corporations. *As added by P.L.123-1988, SEC.21. Amended by P.L.2-1992, SEC. 725.*

### 20-10.1-4-11 Instruction on human sexuality or sexually transmitted diseases

Sec. 11. Throughout instruction on human sexuality or sexually transmitted diseases, an accredited school shall:

- (1) teach abstinence from sexual activity outside of marriage as the expected standard for all school age children;
- (2) include that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems; and
- (3) include that the best way to avoid sexually transmitted diseases and other associated health problems is to establish a mutually faithful monogamous relationship in the context of marriage.

## Appendix C

### Health Sites for Kids

<u>Name of Site</u>	<u>URL</u>	<u>Site of Sponsor</u>
Apple Juice Site	<a href="http://www.applejuice.org/">http://www.applejuice.org/</a>	Processed Apples Institute
Cells Alive	<a href="http://www.cellsalive.com">http://www.cellsalive.com</a>	Quill Graphics
Clueless in the Mall, a Search for Calcium	<a href="http://calcium.tamu.edu">http://calcium.tamu.edu</a>	Oregon Dairy Council
Dole 5 a Day	<a href="http://www.dole5aday.com">http://www.dole5aday.com</a>	Dole Food Company
FDA Kids' Home Page	<a href="http://www.fda.gov/oc/opacom/kids/">http://www.fda.gov/oc/opacom/kids/</a>	Food & Drug Adm. (includes a section for teenagers on a variety of health topics)
Florida Citrus Land	<a href="http://www.floridajuice.com/floridacitrus/kids">http://www.floridajuice.com/floridacitrus/kids</a>	Florida Dept. of Citrus
Food Finder	<a href="http://www.olen.com/food/">http://www.olen.com/food/</a>	Nutritional information about fast food
Food and Nutrition Service	<a href="http://www.fns.usda.gov/fns">http://www.fns.usda.gov/fns</a>	U.S. Dept. of Agriculture
Food Safety for Children	<a href="http://www.nal.usda.gov/fnic/foodborne/fbindex/016.htm">http://www.nal.usda.gov/fnic/foodborne/fbindex/016.htm</a>	Nat'l. Agriculture Library
Global Health Odyssey	<a href="http://www.cdc.gov/global/tour.htm">http://www.cdc.gov/global/tour.htm</a>	Center for Disease Control
Kids Health.org	<a href="http://kidshealth.org/kid/index.html">http://kidshealth.org/kid/index.html</a>	The Nemours Foundation
North Carolina Dept. of Agriculture & Consumer Services Kid's World	<a href="http://www.agr.state.nc.us/cyber/kidswrld">http://www.agr.state.nc.us/cyber/kidswrld</a>	North Carolina Dept. of Agriculture

## Health Sites for Kids

<u>Name of Site</u>	<u>URL</u>	<u>Site of Sponsor</u>
Milk: Where's Your Mustache?	<a href="http://www.whymilk.com">http://www.whymilk.com</a>	Pacific Science Center, Wash. State Dairy
Moo Milk	<a href="http://www.moomilk.com">http://www.moomilk.com</a>	
NIEHS Kids Page	<a href="http://www.niehs.nih.gov/kids/">http://www.niehs.nih.gov/kids/</a>	Nat'l. Institute of Environmental Health Sci.
Nutrition Café	<a href="http://exhibits.pacsci.org/nutrition">http://exhibits.pacsci.org/nutrition</a>	Pacific Science Ctr. & Wash. State Dairy Council
Smoke Free Kids	<a href="http://www.smokefree.gov">http://www.smokefree.gov</a>	National Cancer Institute
Tips 4 Kids	<a href="http://www.cdc.gov/nccdphp/osh/tipskids.htm">http://www.cdc.gov/nccdphp/osh/tipskids.htm</a>	Center for Disease Control
Tips 4 Teens	<a href="http://www.cdc.gov/nccdphp/osh/tipsteen.htm">http://www.cdc.gov/nccdphp/osh/tipsteen.htm</a>	Center for Disease Control
Tooned-In School Menu	<a href="http://www.schoolmenu.com">www.schoolmenu.com</a>	School Marketing Partners
USDA For Kids	<a href="http://www.usda.gov/news/usdakids/">http://www.usda.gov/news/usdakids/</a>	A site for kids developed by the USDA
Youth and Kids Pages in Agriculture	<a href="http://www.nal.usda.gov/youthkids.html">http://www.nal.usda.gov/youthkids.html</a>	US Dept. of Agriculture Links to other resources

