

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
Phase I and II, 2013**

Life Skills Health

Course Essential Questions (from Phase I report):

- 1) How can you nurture healthy relationships?
- 2) How can you make healthy decisions?
- 3) How do physical activity and nutrition choices affect your wellness?
- 4) How can you develop skills to effectively deal with risky situations?
- 5) How do you access valid health information?

Phase II Curriculum

Unit: Maintaining Health and Wellness

Essential Questions:

What does it mean to be healthy?

How can you maintain your health and wellness?

Essential Understanding:

Being healthy means much more than just not being ill.

A person must have physical, social, and emotional health to be truly healthy

People should take basic steps to prevent disease and stay healthy

Short-term and long-term goals can be set to make health decisions.

Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Related General Education Standards:

Standard 1: Core Concepts

- 4.1 Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.
- 4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide.

Standard 2: Access Information

- 4.3 Locate resources in one's community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources.
- 4.4 Demonstrate how to seek help for self or others when suicide may be a risk.

Standard 3: Health Behaviors

- 4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.

Standard 5: Goal Setting

- 4.6 Develop short-term and long-term personal goals and aspirations.

Standard 6: Decision Making

- 4.7 Apply decision-making and problem-solving steps to generate alternative solutions regarding

social situations that could place one's health or safety at risk.

4.8 Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).

Standard 7: Social Skills

4.9 Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/girlfriends, and health professionals.

4.10 Demonstrate how to respond constructively to the anger of others.

RECOMMENDED

Standard 1: Core Concepts

4.11 Describe the impact of showing empathy for another person's emotions and point of view.

Standard 3: Health Behaviors

4.12 Assess one's personal behavior and how one demonstrates character traits.

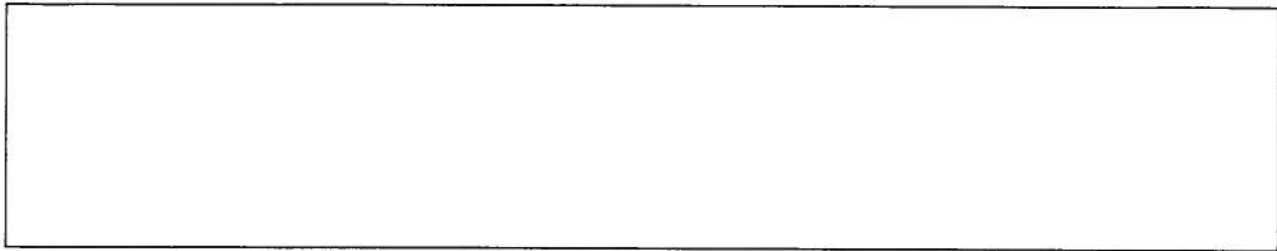
Standard 5: Goal Setting

4.13 Develop a personal plan for maintaining or improving one's demonstration of character traits.

Standard 6: Decision Making

4.14 Evaluate the effectiveness of health-related decisions.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>The three parts of good health</p> <p>Ways to stay healthy</p> <p>Wellness</p> <p>Diet and exercise</p> <p>Health risks</p> <p>Taking charge of their health</p>	<p>Describe physical, social, and emotional health</p> <p>Recognize principals of good health</p> <p>Identify causes of health risks</p> <p>Evaluate and recognize the power to change personal health</p>
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	



Phase II Curriculum

Unit: Maintaining Personal Hygiene and Fitness

Essential Questions:

- Why are hygiene and fitness important?
- How can hygiene affect my life?
- How can fitness affect my life?
- What can I do to improve my hygiene?
- What can I do to improve my fitness?

Essential Understanding:

- Hygiene refers to things you do to have good health.
- Physical fitness is your body's ability to meet the demands of daily life.
- Regular exercise increases energy, lowers the chances of getting sick, helps control weight, reduces anxiety, and helps get rid of stress.
- Lifelong health includes a personal fitness plan that sets reasonable goals.
- Rest and sleep are basic to fitness.

Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Related General Education Standards:

Standard 1: Core Concepts

1.1 Distinguish between unhealthy and healthy ways to manage weight.

Standard 2: Access Information

1.2 Locate resources in one's community and on the Internet for nutrition information, nutrition services, and help with weight management or unhealthy eating patterns; and assess the validity of the resources.

Standard 3: Health Behaviors

1.3 Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.

1.4 Prepare meal plans according to the federal dietary guidelines.

Standard 5: Goal Setting

1.5 Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines.

1.6 Assess one's personal preferences regarding healthy eating and physical activity.

1.7 Assess personal barriers to healthy eating and physical activity,

these barriers.

1.8 Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.

Standard 6: Decision Making

1.9 Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.

Standard 8: Advocacy

1.10 Advocate for nutritional food choices and physical activity at school.

RECOMMENDED:

Standard 1: Core Concepts

1.11 Distinguish between facts and myths regarding nutrition practices, products, and physical performance.

1.12 Describe nutrition practices that are important for the health of a pregnant woman and her baby.

Standard 3: Health Behaviors

1.13 Demonstrate proper use of safety gear during physical activity.

1.14 Demonstrate strategies for protection from cold, heat, and sun during physical activity.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>Hygiene for good health</p> <p>Exercise and physical fitness</p> <p>Personal fitness plans</p>	<p>Explain the purpose of basic hygiene.</p> <p>Describe ways to protect eyes, ears, skin, hair, nails, and teeth.</p> <p>Identify the benefits and parts of a regular exercise program.</p> <p>Create a personal fitness plan</p> <p>Explain why your body needs rest and sleep.</p>
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum

Unit: Nutrition: The Role of Diet in Health

Essential Questions:

- How can what someone eats affect their health?
- What makes a diet healthy?
- What makes a diet unhealthy?
- How big of role does diet play in health?

Essential Understanding:

- The U.S. government's Food Guide Pyramid shows how much and what kinds of food to eat.
- Your body needs essential nutrients.
- Your body needs vitamins in small amounts for normal growth and activity.
- Teenagers have special dietary needs, including more calcium and iron.
- A healthy diet is an important tool in weight control.
- Some diseases are linked to diet. A healthy diet can lower your chances of getting some diseases.

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Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
A healthy diet	Describe how healthy eating affects the body.
Carbohydrates, fats, and proteins	Explain how food provides calories and nutrients.
Vitamins, minerals, and water	Study the importance of the six essential nutrient classes and name which foods contain the.
Special dietary needs	Name special dietary needs.
	Understand how diet can affect health

Phase III Textbook/Materials

No curriculum standards have been created by the State of Michigan for the subject and level.

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
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Phase V Learning Plan

Phase II Curriculum

Unit: Nutrition: Choosing Healthy Foods

Essential Questions:

How do you know which foods are healthy and which ones are not?

How do I know if food is safe?

What affects how I choose food?

How can I eat healthy?

Essential Understanding:

A healthy eating pattern includes regular, balanced meals and nutritious snacks. A healthy eating pattern is important.

Many things affect how you choose food.

Companies use advertising to get people to buy their products.

Fast food has become part of many people's regular eating patterns.

Fad diets can cause serious health problems.

The U.S. government has set up agencies to make sure foods are labeled correctly and are safe to eat.

Food labels provide information about the product.

Nutrition facts tell serving sizes, number of servings in the package, and number of calories per serving.

Additives are things that are added to foods to change them in some way.

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Standard 5: Goal Setting

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1.8 Develop a personal plan for improving one’s nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.

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Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>Healthy eating patterns and food choices</p> <p>How the media influences eating patterns</p> <p>Food labels and food additives</p>	<p>Identify healthy eating patterns</p> <p>Describe what influences food choices</p> <p>Describe how government agencies make sure food is safe.</p> <p>Explain how to read food labels in order to make healthy food choices</p> <p>Understand how things that are added to foods may change them</p>
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)

Phase V Learning Plan

Phase II Curriculum

Unit: The Life Cycle and Human Development

Essential Questions:

How are babies born?

What is the life cycle?

What is human development?

Essential Understanding:

People change and develop over time in expected ways.

Life can be divided into stages.

Adolescence is a time of many changes.

Puberty is the time when children become adults and are able to have children.

The three hormones (testosterone, progesterone, estrogen) that signal the body's reproductive system to develop during puberty.

The male produces sperm cells, and the female produces egg cells. If these two cells join during sexual intercourse, they form new life.

If the egg cell is fertilized, it begins to grow and divide.

The uterus expands to hold the growing embryo or fetus.

Gestation is about 9 months.

The three stages of childbirth are the dilation of the cervix, the pushing out of the baby, and the afterbirth.

Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>The Life Cycle and Adolescence</p> <p>Reproduction</p> <p>Pregnancy and Childbirth</p>	<p>Identify the stages of the life cycle.</p> <p>Explain the changes that take place as young people mature into adults.</p> <p>Describe the male and female reproductive systems.</p> <p>Describe how new life forms and develops.</p> <p>Describe the process of birth.</p> <p>Explain the importance of prenatal care.</p>
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum

Unit: HIV(AIDS) and other STI Prevention

Essential Questions:

How can AIDS and STDs be prevented?

What can AIDS and STDs do to a person?

How do you know if you or another person has AIDS or STDs?

Essential Understanding:

Acquired immunodeficiency syndrome (AIDS) is a disorder caused by the human immunodeficiency virus (HIV).

HIV weakens the immune system.

AIDS is spread through contact with certain body fluids, through sexual activity, by drug users sharing needles, and from mother to child.

AIDS is not spread through casual social contact.

The blood supply in the United States is safe because of a test for HIV.

Health care workers who are around body fluids and needles use preventative measures to protect themselves and patients.

No cure is now available for AIDS.

It can be prevented by avoiding contact with body fluids that may be infected with HIV.

Any disease spread through sexual contact is a sexually transmitted disease.

The symptoms and treatments of Chlamydia, gonorrhea, syphilis, genital herpes, and genital warts.

People with sexually transmitted diseases can get treatment at clinics that protect their identity.

All sexually transmitted diseases can be prevented by avoiding contact with the pathogen. The most reliable way to do this is by abstaining from sex, including oral sex.

Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Related General Education Standards:

STRAND 6: HIV AND OTHER STIs PREVENTION

Standard 1: Core Concepts

- 6.1 Analyze the rates of sexually transmitted infections (STIs) among teens.
- 6.2 Summarize the symptoms, modes of transmission, consequences, and methods to prevent HIV and other STIs, and conclude that abstinence is the most effective way to avoid HIV or other STIs.
- 6.3 Summarize the criteria for who should be tested and the advantages of early diagnosis and treatment of HIV and other STIs.

Standard 2: Access Information

- 6.4 Identify services and trustworthy adults that provide health information and testing regarding HIV and other STIs, analyze the validity of such resources, and describe how to access valid services.

Standard 3: Health Behaviors

- 6.5 Analyze common behaviors and situations to eliminate or reduce risks related to HIV and other STIs.
- 6.6 Evaluate one’s personal perception of risk for HIV and other STIs.

Standard 7: Social Skills

- 6.7 Demonstrate communication, negotiation, and refusal skills to protect one from situations that could transmit HIV or other STIs.

RECOMMENDED

Standard 7: Social Skills

- 6.8 Demonstrate acceptance for individuals living with HIV.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
<p>AIDS</p> <p>Sexually Transmitted Diseases</p>	<p>Describe the causes of AIDS and how it is acquired.</p> <p>Identify symptoms of AIDS and infections it causes.</p> <p>Describe the symptoms and treatment of common sexually transmitted diseases.</p> <p>Identify help or resources for people with sexually transmitted diseases.</p> <p>Explain how sexually transmitted diseases can be prevented.</p>

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit: Use and Misuse of Substances	
<p>Essential Questions:</p> <p>Why do people use substances?</p> <p>What can happen if you use legal substances?</p> <p>What can happen if you use illegal substances?</p>	<p>Essential Understanding:</p> <p>A drug is something other than food that changes the way the mind and body work. All medicines are drugs, but not all drugs are used for medical reasons.</p> <p>Medicines are bought with a doctor's prescription or over the counter without a prescription.</p> <p>Medicines are grouped according to their purpose.</p> <p>Body size, weight, age, and how your body works influence how a medicine affects you.</p> <p>Taking medicines as directed will help you avoid unwanted side effects and dependence.</p> <p>The U.S. government controls the safety of medicines.</p> <p>The nicotine in tobacco is an addictive stimulant.</p> <p>Nonsmokers who breathe in secondhand smoke can have the same health problems that smokers have.</p> <p>Alcohol is an addictive central nervous system depressant and psychoactive drug.</p>

Alcoholism is a disease that comes from dependence on alcohol.

Using tobacco or alcohol can result in serious diseases involving the heart, lungs, and other body organs.

Stimulants, depressants, narcotics, and hallucinogens are all addictive psychoactive drugs.

Stimulants speed up the central nervous system, and depressants and narcotics slow it down. Hallucinogens confuse the central nervous system.

Marijuana, inhalants, designer drugs, look-alike-drugs, and anabolic steroids are dangerous and addictive drugs.

Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Related General Education Standards:

STRAND 2: ALCOHOL, TOBACCO, AND OTHER DRUGS

Standard 1: Core Concepts

2.1 Describe the short-term and long-term health consequences of alcohol, tobacco, and other drug use.

2.2 Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Standard 2: Access Information

2.3 Locate resources in one's community and on the Internet for information and services regarding alcohol and tobacco use prevention and cessation; and assess the validity of these resources.

2.4 Apply strategies to access and get help for self or others.

Standard 3: Health Behaviors

2.5 Demonstrate skills to avoid tobacco exposure and avoid or resist using alcohol, tobacco, and other drugs.

Standard 4: Influences

2.6 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.

2.7 Analyze internal and external pressures to use alcohol, tobacco, and other drugs.

Standard 6: Decision Making

2.8 Apply decision-making and problem-solving steps to hypothetical problems related to alcohol, tobacco, and other drug use.

Standard 7: Social Skills

2.9 Demonstrate ways to support others who want to stop using alcohol or tobacco.

Standard 8: Advocacy

2.10 Advocate for ways schools and communities can promote a tobacco-free environment.

2.11 Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among

youth.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
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Medicines Tobacco Alcohol Stimulants, depressants, narcotics, hallucinogens Marijuana, inhalants, designer and look-alike- drugs, and anabolic steroids	Explain the types and purposes of medicines. Describe how medicines are taken and possible problems with them. Identify some cautions to follow when taking medicines. Describe the effects of using tobacco and alcohol. Explain the effects of psychoactive and other dangerous drugs.
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Phase III Textbook/Materials

Phase IV Summative Assessment Evidence

Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
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Phase V Learning Plan

Phase II Curriculum

Unit: First Aid

Essential Questions:

- What does it mean to give first aid?
- When would someone need first aid?
- How does someone give someone first aid?

Essential Understanding:

In an emergency, stay calm, find out whether the person is conscious and breathing, look for injuries, and call 911 for help.

Good Samaritan laws protect people who help others in emergencies.

Following universal precautions helps rescuers from coming in contact with blood and other body fluids and protects wounds from dirt and infections.

Choking, failure to breathe, heart failure, shock, and serious bleeding all can be life-threatening emergencies.

The Heimlich maneuver is used when someone is choking to force an object out of the throat.

Rescue breathing puts oxygen from the rescuer's lungs into an unconscious person's lungs.

CPR is needed when a person is having difficulty breathing or not breathing at all, and they have an irregular heart beat or no heart beat at all (having a heart attack).

Shock happens when the circulatory system fails to get enough blood to the body. First aid goals are to return blood to the heart and maintain normal body temperature.

Immediate direct pressure over a wound is the first step in first aid for serious bleeding.

The local poison control center can give instructions to treat poisoning.

First aid can treat fainting, bites and stings, bone and joint injuries, burns, nosebleeds, heat exhaustion, and frostbite.

Curriculum Standards

No curriculum standards have been created by the State of Michigan for the subject and level.

Knowledge/Content Students will know about....	Skills/Processes Students will be able to.....
First Aid Basics First Aid for Life-Threatening Emergencies First Aid for Poisoning and Other Problems	Identify basic guidelines for first aid. Describe first aid steps in five life-threatening emergencies. Explain first aid for poisoning and common injuries.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
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Phase V Learning Plan	