



K-12 Health Education Philosophy

The purpose of the Dublin City Schools health education program is to empower students to succeed in an ever-changing society by gaining knowledge and developing resiliency using decision-making skills needed for maintaining optimum health. Total wellness - *finding balance of physical, social, mental, and emotional health* is at the foundation of educating a student for a lifetime of success. Students will be actively engaged in a safe, challenging learning environment, with content that is timely and appropriate and takes advantage of district and community resources. Our goal is to help students develop decision-making skills that will benefit their overall health as they progress through Dublin City Schools and beyond.

K-12 Health Overarching Goal

The overarching goal of the health course of study is to support students in healthy decision making through learning experiences within an engaging classroom environment. The health graded course of study is linked to the Profile of a Graduate as it directly addresses learning that links with building self-awareness and confidence, critical thinking, goal setting, time management, responsible decision making and helping students to choose happiness. The course content will help students to develop positive life skills as well as resiliency skills in order to apply in real world situations promoting total wellness.

Instructional Agreements for Health Learning within the Dublin City Schools

1. Learning goals will be communicated to guide students through the expectations of learning using a variety of instructional techniques.
2. Teachers will ensure a safe, challenging learning environment, with content that is timely and appropriate with differentiated student experiences focused on active collaborative learning within the units of study outlined
3. Teachers will assess through a variety of methods that allow students to share their understanding of the learning goals.
4. By the end of each unit, students will be able to explain why the topic of study is relevant to a healthy lifestyle.



Grade Level: Middle School		
GRADE 7 Topics	Health Standards <i>As a result of the learning experiences provided, the learners will:</i>	Resources
<p>Unit A:</p> <p>Mental, Emotional and Social Health</p>	<ol style="list-style-type: none"> 1. Identify steps to write specific, measurable, realistic goals and achieve long and short-term goals. 2. Identify factors that affect self-esteem. 3. Explain self-esteem building skills 4. Explain why it is important to have good character. 5. Identify the steps necessary to make a responsible decision. 6. Explore bullying, harassment, stereotypes and understand the effects on self-esteem. 7. Demonstrate active listening skills. 8. Identify actions that can help develop healthy relationships with family, friends, and others. 9. Examine the four response styles- passive, aggressive, passive-aggressive and assertive. 10. Demonstrate being assertive by using “I-Messages” to express feelings. 11. Identify physical stages of the stress response. 12. Recognize negative responses to stressors. 13. Name positive stress management techniques. 14. Identify what it means to be resilient. 15. Recognize signs and symptoms of depression. 16. Identify ways to deal with depression. 17. Identify warning signs and prevention strategies of suicide. 18. Define ways to be safe online and the appropriate use of the internet and other technologies. 19. Recognize the impact social media plays on mental health. 20. Understand the dangers of sexting and bullying online. 21. Identify and describe ways to develop a healthy intimate relationship. Introduce dating violence warning signs. 	<p><u>Textbook:</u> <i>Decisions for Health, Level Red, Holt, 2009 ed.</i></p> <p>Red Flags Unit on depression “Claire’s Story”</p> <p>Signs of Suicide (SOS): https://www.sprc.org/resources-programs/sos-signs-suicide</p> <p><u>Videos:</u> Me and My 500 Friends (HRM), The Dangers of Sexting(HRM), Am I Normal? (HRM); “Decisions, Decisions,” 10 ways to stay safe on the internet Gossiping, Taunting and bullying (HRM) Caution: Teenager under Construction (HRM) Think Before You Click: Playing it safe online (HRM)</p> <p><u>Literature:</u> <i>I’m Gonna Like Me: Jamie Lee Curtis</i></p> <p><u>Community Resources:</u> Children’s Hospital Speaker</p> <p>District created resources</p>



<p>Unit B:</p> <p>Body Systems</p>	<p>1. Identify structures and functions of the following body systems:</p> <ul style="list-style-type: none"> • integumentary/skin • nervous • circulatory • respiratory • skeletal • muscular • digestive • urinary/excretory • immune/lymphatic • endocrine • reproductive <p>2. Identify ways to care for each body system.</p>	<p>Textbook: <i>Decisions for Health, Level Red, Holt, 2009 ed.</i></p> <p>Videos: Systems of the Human Body, Bill Nye (i.e., video for each system)</p> <p>District created resources</p>
<p>Unit C:</p> <p>Substance Abuse and Awareness</p>	<p>1. Discuss drug classifications and their effects and identify examples of drugs found in each classification.</p> <p>2. Explain the process of physiological/psychological addiction and dependency.</p> <p>3. Identify risk factors for harmful drug use in teens.</p> <p>4. Differentiate between responsible use, misuse, or abuse of drugs.</p> <p>5. Describe the benefits of being drug free.</p> <p>6. Identify harmful effects of short-term and long-term drug use . (e.g., increased likelihood of infectious diseases)</p> <p>7. Describe the effects on the brain and body of the following:</p> <ul style="list-style-type: none"> • Inhalants (vaping) • depressants • stimulants • hallucinogens • opioids/narcotics/opiates • club/designer drugs • over-the-counter drugs prescription drugs • performance enhancing drugs (e.g., steroids) • marijuana • alcohol • tobacco 	<p>Textbook: <i>Decisions for Health, Level Red, Holt, 2009 ed.</i></p> <p>Videos: <i>Getting Stupid: How Drugs Change Your Brain (HRM)</i></p> <p><i>The Marijuana Papers (HRM)</i></p> <p><i>The Dangers of Vaping (HRM)</i></p> <p><i>Everything you need to know about Substance Abuse in 22 min. (HRM)</i></p> <p><i>Tobacco Horror Picture Show</i> <i>The Truth about Marijuana</i></p> <p><i>Up in Smoke: Dangers of Tobacco and Spit Tobacco Exposed</i></p> <p>Heroin and Opioid Prevention Education (HOPE) Wright State University</p>



		<p>District created resources</p> <p>Student Resource Officers (SROs)</p> <p>Websites: Learn.Genetics- Utah University DrugFreeWorld.org, Prescription Drug Abuse Talk About RX Prevent RX Abuse Help students avoid RX drugabuse se RX to Heroin VitalSigns heroin cdc Teens drugabuse.gov NIH teendrugabuse drugfacts epidemics</p>
<p>Unit D:</p> <p>Nutrition & Fitness</p>	<ol style="list-style-type: none"> 1. Identify the functions and food sources for the six leader nutrients. 2. Identify the current and individual dietary guidelines for proper nutrition. 3. Apply national dietary guidelines used to reduce cancer, diabetes, hypertension, high cholesterol, hypoglycemia, and obesity 4. Identify the role of food labels when making responsible food choices. 5. Demonstrate an understanding of the characteristics of healthy meal, snack, and fast food choices. 6. Explain the use and effects of food additives. 7. Understand the benefits of lifelong healthy nutrition habits. 8. Identify the consequences of unhealthy food choices. 9. Identify the five physical fitness components: <ul style="list-style-type: none"> • cardiovascular endurance • muscular endurance • muscular strength 	<p>Textbook: <i>Decisions for Health, Level Red, Holt, 2009 ed.</i></p> <p>Websites: ChooseMyPlate.org, SuperTracker.usda.gov FDA</p> <p>Guest speaker: (e.g, district wellness coordinator, dietician)</p> <p>Video: Super Size Me Top 5 food mistakes Teens make and how to fix them</p>



	<ul style="list-style-type: none"> • healthy body composition • flexibility <p>10. Understand the benefits of physical fitness and exercise.</p>	<p>District created resources: guided notes</p>
<p>Unit E:</p> <p>Drug Abuse Prevention Program (DAPP)</p>	<p>Drug Abuse Prevention Program (DAPP):</p> <ol style="list-style-type: none"> 1. Recognize media influences and attitudes towards substances or drug use. 2. Know laws and consequences regarding illegal behavior. 3. Demonstrate resistance skills in real life scenarios. 4. Practice responsible decision making regarding the use of drugs. 5. Understand the role of the School Resource Officers (SRO). 6. Develop ways to interact positively with the police/law enforcement. 7. Recognize the dangers of vaping/juuling. 	<p>Textbook: <i>Decisions for Health, Level Red, Holt, 2009 ed.</i></p> <p>Led by the School Resource Officer (SRO)</p>