

Mount Prospect School District 57

Health Curriculum

Grades 6-8

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Curriculum developed based on the Illinois Learning Standards for Physical Education and Health (1997)
by Karen Sandstead and Kelly Bailey, 2005.

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The Health curriculum for middle school students is written to reflect an integrated approach to wellness and personal choice. The components of the curriculum are delivered in several different venues, supported and reinforced by advisory and classroom teachers. It uses our school social workers and outside experts to talk with students about important matters of their health and lifestyle decisions. Objectives reflecting the Illinois Learning Standards for Physical Education and Health (1997) are accomplished in integrated lessons in the following classes: Physical Education, Advisory, Home Economics, Science, Applied Technology, and the Library Resource Center, and through grade level presentations by the Mount Prospect Fire and Police Departments, Health World, and Robert Crown Center for Health Education.

Philosophy Statement:

The Health curriculum emphasizes the concept of wellness as it relates to physical, mental, and social health. The students are challenged to integrate the information into making positive choices regarding their own personal lifestyle.

Contents:

Learning Standards/Programs/Resources and Activities for Health Education

Appendix A: President's Council Fitness Testing

Appendix B: Physical Education Units (2006-07)

Appendix C: Synergistic Systems Module: Fitness and Health

Appendix D: Synergistic Systems Module: Body Systems

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Content Area: Health Education		
Grade/Level: 6-8	Illinois Learning Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.	
Learning Standards:	Venue/Program for Instruction	Resources and Activities
The student will be able to...		
20.A.3a Identify the principles of training: frequency, intensity, time, and type	Physical Education	Incorporate FITT Model in Fitness Unit. (See Appendix A)
	Applied Technology Education (Broad Experience)	Module: Fitness and Health (See Appendix C)
20.A.3b Identify and participate in activities associated with the components of health-related fitness.	Physical Education	Identify health-related fitness activities versus non-health related activities, (e.g. cardiovascular vs. speed) (See Appendix A & B)
20.B.3a Monitor intensity of exercise through variety of methods (e.g. perceived exertion, pulse monitors, target heart rate) with and without the use of technology.	Physical Education	Monitor personal pulse. Calculate target heart rate. Incorporate monitoring in daily physical activities.
20.B.3b. Evaluate the strengths and weaknesses of a personal fitness profile.	Physical Education	Complete President's Council Fitness Testing two times per year. (Appendix A)
20.C.3a Set realistic short-terms and long-term goals for a health-related fitness component.	Physical Education	Incorporate goal setting during fitness testing.
20.C.3b Identify opportunities within the community for regular participation in physical activities.	Physical Education Advisory	Distribute community flyers of opportunities for physical activities.
20.C.3c. Apply the principles of training to the health-related goals.	Physical Education	Keep students accountable to goals as part of PE class activities.

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Content Area: Health Education		
Grade/Level: 6-8	Illinois Learning Goal 21: Develop team-building skills by working with others through physical activity.	
Learning Standards:	Venue/Program for Instruction	Resources and Activities
The student will be able to... 21.A.3c Remain on task independent of distraction (e.g. peer pressure, environmental stressors).	Advisory Classroom discussion	Red Ribbon Week: Activities designed to help students make good choices Discussion of peer pressure with school social workers. Rachel's Challenge: Program to present strategies for students related to peer pressure.
21.B.3 Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations.	Physical Education	Expect ongoing cooperative behavior in competitive and non-competitive situations in PE classes.

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Content Area: Health Education		
Grade/Level: 6-8	Illinois Learning Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury.	
Learning Standards:	Venue/Program for Instruction	Resources and Activities
The student will be able to: 22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g. exercise, diet, refusal of harmful substances).	Physical Education Advisory	<ul style="list-style-type: none"> • Ongoing discussion of refusal of harmful substances • Implementation of school Wellness Plan • Consistently emphasize regular exercise to PE classes • Discussion of government regulation related to diet and Wellness Plan in schools
	Health World Presentations	Substance Abuse Education Programs: <ul style="list-style-type: none"> • Choices and Consequences (6th) • Deciding Drugs-Tobacco (7th)
	Home Economics	Class discussion of health risks related to diet
	Class presentation/discussion	Social workers facilitate discussion regarding refusal of harmful substances and set up engaged learning situations.
	Robert Crown Center for Health Education Presentations	Grade 6: Human Growth and Development Grade 7: Emotional and Social Growth and Development Grade 8: Adolescence – A Time for Decisions
22.A.3b Identify how positive health practices and relevant health care can help reduce health risks.	Physical Education	Connect exercise with reduction of risks of cancer and heart disease.
	Robert Crown Center for Health Education presentations	Grade 8: Adolescence – A Time for Decisions Information disseminated on the Illinois Newborn Infant Protection Act (Safe Haven law)
	Home Economics	Emphasize importance of proper diet to long term health.

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Content Area: Health Education		
Grade/Level: 6-8	Illinois Learning Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury. (Continued)	
Learning Standards:	Venue/Program for Instruction	Resources and Activities
22.A.3c Explain routine safety precautions in practical situations.	Classroom presentations Advisory	Mount Prospect Police and Fire Department present regarding motor, pedestrian, train and water safety.
22A.3d Identify various careers involved in health promotion, health care, and injury prevention.	Library Resource Center	Hold a Career Day to offer presentations from health care professionals.
22.B.3 Describe how the individual influences the health and well-being of the workplace and the community (e.g. volunteerism, disaster preparedness, proper care to prevent the spread of disease.)	Advisory/class presentations After-school Club: "ORE" (Ophus Ruggiero Experience)	<ul style="list-style-type: none"> • Educate and encourage participation in volunteer programs in Mount Prospect. • Engage students in active volunteer projects with senior citizens and community members in need • Use Mount Prospect Fire and Police Departments to speak on disaster preparedness. • School nurse presentation on preventing spread of illness and disease.
22.C.3a Identify potential environmental conditions that may affect the health of the local community	Seventh Grade Science	Incorporate study of pollution, land fills, and lead-based paint in seventh grade Life Science topics: <ul style="list-style-type: none"> • The Earth's Ecosystems (Chapter 20, <u>Holt Science and Technology</u>) • Environmental Problems and Solutions (Chapter 21, Holt)
22.C.3b Develop potential solutions to address environmental problems that affect the local community's health.	Seventh Grade Science	Include study of environmental challenges to community health in seventh grade Life Science curriculum <ul style="list-style-type: none"> • Environmental Problems and Solutions (Chapter 21, Holt)

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Content Area: Health Education		
Grade/Level: 6-8	Illinois Learning Goal 23: Understand human body systems and factors that influence growth and development.	
Learning Standards:	Venue/Program for Instruction	Resources and Activities
The student will be able to:		
23.A.3 Describe and explain the structure and functions of the human body systems and how they interrelate.	Applied Technology Education (Broad Experience)	Module: Body Systems (See Appendix D)
	Seventh Grade Science	Unit on Body Systems (Chapter 22-28, Holt)
23.B.3 Explain the effects of health-related actions upon body systems.	Seventh Grade Science	Body Defenses and Disease (Chapter 27, Holt) Staying Healthy (Chapter 28, Holt)
	Home Economics	Discussion on fad diets
	Robert Crown Center for Health Education presentations	Eighth grade: “Adolescence – A Time for Decisions”
	Class discussions/advisory	Social workers and nurse lead discussions on smoking, alcohol, drugs, etc.
	Health World presentations	Grade 6: Choices and Consequences Grade 7: Deciding Drugs – Tobacco
23.C.3 Describe the relationships among physical, mental, and social health factors during adolescence.	Physical Education	Incorporate relationship between mental and social health and effects of stress on performance.
	Home Economics	Incorporate effects of nutrition on growth.
	Robert Crown Center for Health Education Advisory Activities	Presentation and discussion on social health during adolescence

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Content Area: Health Education		
Grade/Level: 6-8	Illinois Learning Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.	
Learning Standards:	Venue/Program for Instruction	Resources and Activities
The student will be able to:		
24.A.3a Describe possible causes and consequence of conflict and violence among youth in schools and communities.	Advisory/class discussions	Mount Prospect Police Department Social workers facilitate class discussions on “bullying”
24.A.3b Demonstrate methods of addressing interpersonal differences without harm.	Physical Education Advisory/Class discussions	Practice methods of addressing interpersonal differences without harm (e.g. avoidance, compromise, cooperation).
24.B.3 Apply a decision-making process to an individual health concern.	Physical education	Incorporate decision-making regarding a health concern in goal setting
	Robert Crown Center for Health Education	Grade 7: Emotional and Social Growth and Development Grade 8: Adolescence – A Time for Decisions
	Class discussion/advisory	Social workers facilitate discussion on “decision-making”
24.C.3 Apply refusal and negotiation skills to potentially harmful situations.	Physical education	Practice handling negative situations with negotiation.
	Advisory/Class discussion	Social workers facilitate discussion of negotiation and refusal skills with “bullying” and decision-making.

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Content Area: Health Education		
Grade/Level: 6-8	Illinois Learning Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. (Continued)	
Learning Standards:	Venue/Program for Instruction	Resources and Activities
24.C.3 Apply refusal and negotiation skills to potentially harmful situations. (Continued)	Health World presentations	Grade 6: Choices and Consequences
	Grade Level Presentations	Mount Prospect Police facilitates interactive discussions with students in each grade. Sixth grade: "Effects of Alcohol on the Body" Seventh grade: "Problem of Teenage Shoplifting" Eighth grade: "Open Discussion on Curfew, Gangs, and Drug Abuse"

President's Council Fitness Testing

Score Sheet

Name _____

Period _____

Age during **fall** testing _____

Age during **spring** testing _____

Test	Fall Scores	Spring Scores	Award Earned
Mile			
Sit-ups			
Shuttle Run			
Sit & Reach			
Flexed Arm Hang			
Pull-ups			
Push-ups			

Questions:

1. Identify and explain the four principals of training? F.I.T.T.

2. Explain the difference between a health-related fitness test and a non-health-related fitness test? Give an example.

3. Explain target heart rate? Write down your personal target heart rate.

4. List 3 short-term health/fitness goals below.

A.

B.

C.

5. List 2 long-term health/fitness goals below.

A.

B.

C.

6. How does exercise reduce the risks of heart disease?

7. How does exercise reduce the rate of cancer?

8. Apply the decision making process to an individual health concern.

9. Health is a combination of which 3 components?

A. _____

B. _____

C. _____

10. How does stress effect performance?

Physical Education Units

2006 -2007

8/28 - 9/1

Monday: Squads
Tuesday: Lock distribution
Wednesday: Uniforms
Thursday: Rules
Friday: Change/Activity

9/5 - 9/22

Soccer MWF
Fitness T H

9/25 - 10/13

Football

10/16 - 10/27

Basketball

10/30 - 11/17

Pickleball

11/27 - 12/8

Dance

12/11 - 12/15

Ping Pong

12/18 - 12/20

Large group games

1/3 - 1/26

Volleyball

1/29 - 2/16

Badminton

2/20 - 3/2

Floor Hockey

3/5 - 3/16

Large Group Games

3/19 - 3/23

High Jump

4/2 - 4/20

Track and Field

4/23 - 5/18

Softball MWF
Fitness T H

5/21 - 6/8

Ultimate Frisbee, Outdoor Games

MOST TEENS ARE VERY CONCERNED ABOUT APPEARANCE. THEY WORRY ABOUT EVERYTHING FROM HAIR STYLES TO PIMPLES. THE KEY TO LOOKING YOUR BEST IS BY KEEPING THE BODY HEALTHY. THIS INCLUDES CARDIOVASCULAR AND MUSCULAR FITNESS AS WELL AS TAKING CARE OF HAIR, SKIN, AND TEETH. A HEALTHY BODY IS AN ATTRACTIVE BODY!

Fitness & Health

M O D U L E

OVERVIEW

In the *Fitness & Health* Module, students explore the basics of personal fitness and learn how to keep their bodies fit both inside and outside. They begin by analyzing their own fitness level. Students learn ways to measure and improve cardiovascular and muscular fitness. They learn the basics of proper nutrition, and the proper care of hair, skin, and teeth. Finally, based on what they have learned, they develop a plan to improve and maintain their own fitness.

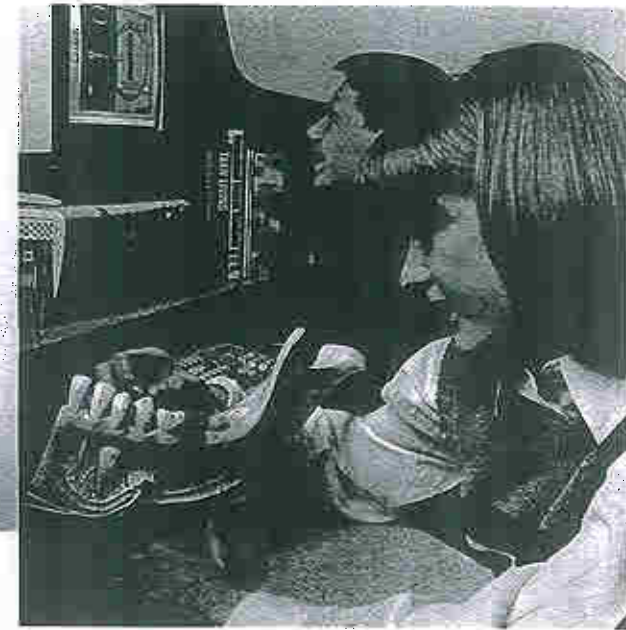
STUDENT OBJECTIVES

- Define *fitness* and do measurements to analyze their fitness level.
- Understand the factors of heart fitness and measure pulse and blood pressure.
- Learn the importance of aerobic exercise and practice several exercises.
- Understand factors involved muscular and skeletal system fitness.
- Perform exercises designed to improve flexibility and muscular-skeletal fitness.
- List the amounts and components of a healthy diet using the food pyramid.
- Evaluate their diet to determine how it compares to a healthy diet.
- Research the proper care of hair, teeth, and nails.
- Design a plan to improve and maintain fitness.

ACTIVITIES

Students complete activities and performance assessments. Some examples include:

- 1) Physician's Assistant: demonstrate how *Physician's Home Assistant* is used to diagnose symptoms or to find information about a disease, symptom, or medication.
- 2) Muscle Fitness: explain the importance of muscle flexibility.
- 3) Skin Care: explain the benefits of proper skin care.



● PRIMARY	○ SECONDARY	CONTENT
	○	TECHNOLOGY
	●	SCIENCE
	○	MATH
	●	F&CS
	●	HEALTH
		BUSINESS
		AGRICULTURE





THE HUMAN BODY IS MADE OF TRILLIONS OF CELLS, EACH HAVING A SPECIAL JOB. BUT THEY ALL WORK TOGETHER FOR THE SAKE OF THE WHOLE BODY. FOR EXAMPLE, SIMILAR CELLS COMBINE INTO TISSUES; TISSUES COMBINE INTO ORGANS; AND ORGANS COMBINE INTO SYSTEMS. STUDENTS EXPLORE SOME OF THESE IMPORTANT BODY SYSTEMS.

Body Systems

M O D U L E

OVERVIEW

In the *Body Systems* Module, students explore the structure and functions of the nervous, digestive, skeletal, muscular, respiratory, and circulatory systems. They measure functions of their own bodies, including lung volume, reaction time, pulse, and blood pressure. Students also use computer software to explore the inner workings of these systems. Finally, they complete a personal medical chart and a diagnostic analysis on their partner's chart.

STUDENT OBJECTIVES

- Explore the structure and functions of the nervous system.
- Explore the structure and functions of the digestive system.
- Explore the structure and functions of the skeletal system.
- Explore the structure and functions of the muscular system.
- Explore the structure and functions of the respiratory system.
- Explore the structure and functions of the circulatory system.
- Complete a personal medical chart and a medical self-assessment.
- Complete a diagnostic analysis on their partner's medical chart.
- Explain the importance of vital signs in emergency medical situations.

ACTIVITIES

Students complete activities and performance assessments. Some examples include: 1) Skeletal-Muscular Systems: explain the functions of the skeletal and muscular systems and give examples of the different types of muscles. 2) Circulatory System: demonstrate how to take blood pressure and heart-rate readings. 3) Personal Health: complete a personal medical chart and a diagnostic analysis and explain the importance of vital signs in emergency medical situations.

CONTENT

● PRIMARY ○ SECONDARY

- TECHNOLOGY
- SCIENCE
- MATH
- F&CS
- HEALTH
- BUSINESS
- AGRICULTURE

