National Standards
The following standards are incorporated into each instructional unit where appropriate:

Students will:
- Comprehend concepts related to health promotion and disease prevention to enhance health
- Analyze the influences of family, peers, culture, media, technology, and other factors on health behaviors
- Access valid information, products, and services to enhance health
- Use interpersonal communication skills to enhance health and avoid or reduce health risks
- Use decision-making skills to enhance health
- Use goal-setting skills to enhance health
- Practice health-enhancing behaviors and avoid or reduce risks
- Advocate for personal, family, and community health.

UNIT I: Disease Prevention and Control

MSC Standard: Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

Objectives - The student will be able to:
a. Differentiate between communicable and non-communicable diseases
b. Categorize communicable diseases by causative agents and modes of transmission
   - Causative agents (bacteria, protozoa, virus, fungi)
   - Modes of transmission (air, touch, food, body fluids)
c. Identify risk factors associated with disease control to include proper handling of blood
d. Explain how body defenses and the immune system help prevent disease
   - Transmission of germs
   - Body defenses: skin, mucus, cilia, earwax, stomach acid, white blood cells
e. Analyze personal daily habits and choices that increase the risk of developing disease
   - Behaviors that increase risks – cardiovascular, pulmonary, and cancer
   - High, medium, and low-risk personal habits and behaviors
f. Locate resources that provide valid health information concerning consumer health issues and services
   - Health services in school and community
   - Product label information

Enrichment
  g. Describe the basic structure and function of human body systems
     - Circulatory
     - Digestive
     - Muscular
− Nervous
− Respiratory
− Skeletal

h. *Explain how healthy lifestyles and immunization help to prevent and control disease*
   − Proper hygiene
   − Eating properly
   − Exercising
   − Getting enough sleep
   − Immunizations

j. *Examine the physical, social, and emotional effects of disease*

k. *Explain how disease affects the lifestyles of both the individual and the family*

l. *Show compassion for individuals and families impacted by disease.*

UNIT II: **Safety, First Aid, and Injury Prevention**

**MSC Standard:** Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

**Objectives** - The student will be able to:

a. Develop a plan to respond safely to potentially dangerous situations
   − Home alone safety
   − Internet safety
   − Gun safety
   − School bus safety
   − Water safety
   − Choking
   − Medicine safety - prescription and over-the-counter (OTC) drugs
   − Emergency preparedness

b. Demonstrate healthy ways to communicate needs, wants, emotions, opinions, and information
   − verbal and nonverbal consent

c. Explore conflict resolution strategies for issues such as name-calling, bullying, and harassment

d. Apply conflict resolution strategies for issues such as name-calling, bullying, and harassment
   − Effective communication skills – verbal and nonverbal
   − Effects on personal well-being.

e. Identify and define the four types of child abuse

f. Identify prevention and intervention strategies against molestation

g. Use appropriate verbal and nonverbal responses to prevent child abuse

**Enrichment**

h. *Identify appropriate medical resources for the treatment of minor injuries and medical emergencies*
   − Cite examples of minor injuries (skinned knee, splinter, mild blistering, etc.)
   − Cite examples of medical emergencies (broken bone, unconsciousness)

   − Identify symptoms of allergic reactions and determine appropriate responses
− Use 911 for emergencies
− Explain procedures followed for an injury:
  ● Stay calm
  ● Look at the scene of the injury
  ● Determine what kind of help is needed (minor injury or medical emergency?)
  ● Call 911 if necessary or get adult help
  ● Give first aid if necessary.

UNIT III: Nutrition and Fitness

MSC Standard: Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

Objectives- The student will be able to:

a. Explain how essential nutrients contribute to a healthy body
   – Carbohydrates
   – Protein
   – Fat
   – Vitamins A, B1, B2, B12, C, D, E, their sources and functions
   – Minerals
     ● Calcium – identify food sources, recommended serving sizes, and ways to meet recommended calcium levels
     ● Water
       o Recommended daily amount
       o Explain how water helps the body function

b. Explain the relationship among caloric intake, exercise, and weight
   – Calorie
   – How caloric intake impacts exercise
   – Caloric output during exercise

c. Examine information provided on food labels to assist in the selection of healthy foods
   – Differentiate between nutritious versus non-nutritious foods
   – Examine contents of a nutrition label such as:
     ● Serving size and servings per container
     ● List of nutrients
     ● Daily values
     ● Percentage of daily value
     ● Calories from fat
     ● Calories per gram.

d. Explain how physical activity, adequate rest, and a healthy diet will help the body function efficiently
   – Discuss the concept of healthy weight
   – Discuss the importance of factors affecting weight such as:
     ● Age
     ● Gender
● Height
● Family
● Society
● Activity level
● Illness
● Food intake
  – Explain the effect of nutrition on the five fitness components.
    ● Cardiovascular endurance
    ● Flexibility
    ● Muscular endurance
    ● Muscular strength
    ● Body composition
e. Explain the importance of breakfast in relation to a healthy body
f. Create a healthy breakfast menu using My Plate
g. Apply information from My Plate to choose healthy snacks
  – Dietary Guidelines for Americans
  – Personal food preferences
  – Geographic location
  – Cultural background
  – Seasonal foods
  – Family eating behaviors
  – Marketing, packaging and advertising
  – Availability
    ● Impact of availability on healthy snacking (i.e., vending machines, snacks from home, school cafeteria, fast food restaurants, convenience store)
h. Using the Dietary Guidelines for Americans (2010) as a resource, develop a plan for improving a minimum of two personal eating habits
  – Key Recommendations from the following categories:
    ● Adequate Nutrients within Calorie Needs
    ● Weight Management
    ● Physical Activity
    ● Food Groups to Encourage
    ● Fats
    ● Carbohydrates
    ● Sodium and Potassium
    ● Food Safety.