

Middle School (7 or 8)

Medina County Schools'

Course of Study

For

Health

2004

STANDARD 1: NUTRITION

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-N-1	1. Summarize the health benefits of eating a variety of foods from the food pyramid.	Ohio Extension Services
H-MS-N-2	2. Analyze the influence of food labels, food packaging, advertising claims, and nutritional information including the influence of media and technology, for accuracy.	Medina County Health Department
H-MS-N-3	3. Compare and contrast the roles of environment and heredity, food selection and activity level, in planning to maintain and/or improve weight control.	
H-MS-N-4	4. Analyze factors (e.g., advertising images, self concept, peer pressure) that have an impact on satisfaction with body weight (self image).	
H-MS-N-5	5. Refute myths and misperceptions about weight loss and body building products.	
H-MS-N-6	6. Describe short and long-term benefits of healthy eating and physical activity on the mind and body and consequences of unhealthy choices.	

STANDARD 2: ALCOHOL, TOBACCO AND OTHER

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-ATOD-1	1. Critically analyze the influence of advertising to promote the use of alcohol, tobacco, and other drugs.	Medina County Sheriff Department
H-MS-ATOD-2	2. Explain the effects of alcohol, tobacco, and other drug use on risk-taking, such as injury, violence, and sexual decision-making.	Alateen MCDAC — Agencies
H-MS-ATOD-3	3. Identify and refute myths and misperceptions about alcohol, tobacco and drug use.	Lung Association
H-MS-ATOD-4	4. Locate reliable sources of information and assistance for alcohol, tobacco, and drug related issues.	
H-MS-ATOD-5	5. Explain dangers of riding with an impaired driver.	
H-MS-ATOD-6	6. Summarize the signs and symptoms of alcohol and drug use and abuse.	
H-MS-ATOD-7	7. Discuss the appropriate use of medicines and the dangers of drug interactions.	
H-MS-ATOD-8	8. Access examples of tobacco advertising and counter-advertising (e.g., Truth ads).	
H-MS-ATOD-9	9. Explain that most middle school students do not use tobacco.	
H-MS-ATOD-10	10. Describe short-and long-term effects of tobacco use.	
H-MS-ATOD-11	11. Analyze the health, legal, social, and financial issues related to tobacco use.	

**STANDARD 2: ALCOHOL, TOBACCO AND OTHER
DRUGS (Cont.)**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-ATOD-12	12. Describe healthy alternatives to tobacco use.	
H-MS-ATOD-13	13. Describe ways to support those in your social environment who are trying to stop smoking.	
H-MS-ATOD-14	14. Make a personal commitment to live drug free and advocate for drug free messages.	
H-MS-ATOD-15	15. Role-play strategies to avoid, get out of, or stay safe in middle school alcohol, tobacco, and other drug risk situations.	
H-MS-ATOD-16	16. Show strategies for getting help in an alcohol or other drug risk situations (e.g., calling someone for a ride home, carrying money for cab fare).	

STANDARD 3: GROWTH AND DEVELOPMENT

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-G&D-1	1. Define abstinence and its importance in good health.	<p><u>Life Science Indicator #1:</u> Describe that asexual reproduction limits the spread of detrimental characteristics through a species and allows for genetic continuity.</p>
H-MS-G&D-2	2. Develop strategies to support sexual abstinence.	
H-MS-G&D-3	3. Practice ways of saying “no” assertively to pressures and influences related to sexual behavior.	
H-MS-G&D-4	4. Describe strategies for preventing pregnancy and STD’s, including HIV infection.	<p><u>Life Science Indicator #2:</u> Recognize that in sexual reproduction new combinations of traits are produced which may increase or decrease an organism’s chances for survival.</p>
H-MS-G&D-5	5. Explain that most middle school students are not having sex.	
H-MS-G&D-6	6. Identify messages given to young people about sexual involvement on television and in movies.	<p><u>Life Science Indicator #3:</u> Explain how variations in structure, behavior or physiology allow some organisms to enhance their reproductive success and survival in a particular environment.</p>
H-MS-G&D-7	7. Examine health risks, pressures, choices, and consequences concerning sex, sexuality transmitted diseases, including HIV/AIDS.	
H-MS-G&D-8	8. Formulate situations requiring professional health services, related to sexual/STD’s concerns, and provide resources for information and help.	<p><u>Life Science Indicator #4:</u> Explain that diversity of species is developed through gradual processes over many generations (e.g., fossil record).</p>
H-MS-G&D-9	9. Examine myths and fallacies regarding physical development and reproduction.	

STANDARD 4: DISEASE PREVENTION AND CONTROL

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-DP&C-1	1. Appraise the outcomes of regular physical activity to achieve long-term health benefits.	
H-MS-DP&C-2	2. Evaluate a disease from a systemic perspective based on personal risk factors.	
H-MS-DP&C-3	3. Project potential consequences of personal lifestyle choices, environmental problems, and global issues.	
H-MS-DP&C-4	4. Analyze the characteristics and impact of healthy and harmful relationships.	
H-MS-DP&C-5	5. Examine how different components of physical fitness affect disease prevention, stress management, metabolic rate and weight control.	
H-MS-DP&C-6	6. Establish and monitor personal goals for maintaining and/or increasing physical activity.	

**STANDARD 5: CONFLICT MANAGEMENT AND
INJURY PREVENTION AND CONTROL**

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-CM&IPC-1	1. Recognize importance of preparedness (check, call, clear).	Red Cross
H-MS-CM&IPC-2	2. Awareness of responsibility and limitations of a person giving CPR/First Aid.	Guidance/Intervention Specialist
H-MS-CM&IPC-3	3. Demonstrate and practice First Aid/CPR skills.	
H-MS-CM&IPC-4	4. Identify products that can help prevent injury (e.g., helmets).	
H-MS-CM&IPC-5	5. Develop and apply a viable decision-making process for avoiding, getting out of, or staying safe in situations that involve injury risk (e.g., calling parents to come and get you rather than riding with a drinking high school friend).	
H-MS-CM&IPC-6	6. Examine, apply and evaluate the skills and strategies (e.g., decision-making, problem solving, stress management) needed to resolve conflicts, manage intimidation, and maintain personal safety related to violence prevention.	
H-MS-CM&IPC-7	7. Demonstrate verbal and nonverbal communication and resistance skills to avoid, get out of, or stay safe in potentially violent situations.	
H-MS-CM&IPC-8	8. Show how to ask for help.	
H-MS-CM&IPC-9	9. Demonstrate stress and anger management and conflict resolution skills.	

STANDARD 5: CONFLICT MANAGEMENT AND INJURY PREVENTION AND CONTROL (Cont.)

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-CM&IPC-10	10. Examine characteristics and conditions associated with positive self-esteem.	
H-MS-CM&IPC-11	11. Describe the signs and symptoms of mental health problems, such as depression and eating disorders, and discuss ways of getting help.	
H-MS-CM&IPC-12	12. Tell what it means to have a healthy body image.	
H-MS-CM&IPC-13	13. Describe new feelings in adolescence and healthy ways to deal with feelings.	
H-MS-CM&IPC-14	14. Advocate for a healthy social environment in your school (e.g., no teasing, harassment, or bullying).	
H-MS-CM&IPC-15	15. Show how to deal with bullying.	
H-MS-CM&IPC-16	16. Demonstrate healthy “self-talk” for mental and emotional health.	
H-MS-CM&IPC-17	17. Discuss stress management and coping skills.	
H-MS-CM&IPC-18	18. Describe and demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence adolescent health and safety.	

STANDARD 5: CONFLICT MANAGEMENT AND INJURY PREVENTION AND CONTROL (Cont.)

Instructional Organization	Instructional Indicators	Resource/Instructional Activity
H-MS-CM&IPC-19	19. Analyze how health decisions and behaviors are influenced by family, peers, culture, and the media, and develop strategies that support effective decision-making and safe behavior.	
H-MS-CM&IPC-20	20. Demonstrate personal coping strategies when things do not go as planned or when things “don’t go our way.”	
H-MS-CM&IPC-21	21. Demonstrate strategies for maintaining friendships.	
H-MS-CM&IPC-22	22. Establish a support group of family, friends, and others for mental and emotional health.	
H-MS-CM&IPC-23	23. Identify resources for help with stress or anger management and conflict resolution.	
H-MS-CM&IPC-24	24. Identify school and community mental health services.	

