Dear Parent or Guardian:

Your child’s health is important to us. In Macomb public schools, health education classes include skills and lessons on violence and injury prevention; emotional and mental health; nutrition and physical activity; tobacco, alcohol and other drugs; family health and sexuality; HIV/AIDS; and personal and consumer health.

The Illinois State Board of Education mandates comprehensive health education courses in both middle and high school. This letter addresses specifically 7-12 health education courses. In these classes students learn how to live a healthy life and avoid engaging in risky behaviors. Lessons in health education classes for middle and high school include lessons about sexual health that are appropriate for your child’s age.

Sexual health lessons provide adolescent students with medically accurate information and communication skills to help them make decisions that can keep them healthy and safe. Our shared goal is to delay sexual activity in school-age youth.

We know that our students and their families have a range of beliefs, cultures and customs. Those family values are core, essential guidelines for your child’s life. No pupil shall be required to take or participate in any class or course in comprehensive sex education if his parent or guardian submits objection thereto (105 ILCS 5/27-9.1).

If you would like your child to be excused from one of the qualifying topics, write a letter to your child’s principal. The letter should state that:

- Your child should not be in the classroom during lessons about the given topic and;
- You will provide instruction on prevention to your child in your home.

As in all areas, parents and guardians are a child’s first and most influential teachers. Parents, guardians and schools share a common goal: we want students of all ages to be healthy in all aspects of their lives. Ask your child what he or she is learning in health education class in all lessons, not only those relating to sexual health. If you want to learn more about your child’s health education class, talk to your child’s principal and teachers. Also, make sure your child knows what you believe are the best ways to lead a healthy life.

Sincerely,
Patrick M. Twomey
*Attend Body Talks Seminar at Western

1. **Nutrition**
   a. Good Labels
   b. Nutrients
   c. Choose My Plate
   d. Body Image & Healthy Weight

2. **Fitness**
   a. BMI
   b. F.I.T.T. Principle
   c. Components of Fitness
   d. Personal Fitness Plan

3. **Hygiene**
   a. Keep It Clean Hygiene video

4. **Fire Safety**
   a. Fire department Visits

5. **Disability Awareness**
   a. Disability Awareness Video

6. **Drugs/Alcohol/Tobacco**
   a. Red Ribbon Week Activities
   b. Refusal Skills
      - Saying No to Alcohol & Other Drugs
      - Resisting Peer Pressure
      - Staying Drug Free

7. **CPR/AED**

*The Counselor also provides lessons on Mental and Emotional Health, Building Relationships and solving conflicts.*
7th Grade
Health Education Curriculum

1st Semester

1. Mental Health
   a. Decision Making & Goal Setting
   b. Emotions
   c. Stress Management
   d. Bullying
   e. Mental Disorders
   f. Treatments

2. Drugs/Alcohol (coincides with Project Alert)
   a. Media Analysis
   b. Consequences
   c. Refusal Skills (project alert)

3. Communicable Diseases
   a. Prevention
   b. Common Pathogens
   c. Body’s Defense System / Immunity
   d. Common Communicable Diseases

4. Non Communicable Diseases
   *This unit is completed online, it is a self-paced unit that the students have 8 days in Health class to complete.
   a. Non Communicable Disease
   b. Cancer
   c. Heart Disease
   d. Diabetes (type 1 & type 2)
   e. Asthma, Arthritis, Allergies

2nd Semester

1. Sex Education
   a. Mixed Messages (song & magazine analysis)
   b. Changes in Adolescence (puberty)
   c. Reproductive System
      i. Bozeman Science Video on Reproductive System
      ii. Route of Sperm and Egg
   d. Consequences
      i. Abstinence
      ii. STDs
      iii. Unplanned Pregnancy
           a. Baby Cost Activity
   e. Contraception
      i. Behavioral
ii. Hormonal
iii. Barrier
iv. Long Term/ Permanent
f. Healthy Relationships
i. The Dark Side of Love (article from scholastic magazine)
ii. What is Love Video (EdTed)

2. **Nutrition**
   a. Influences of Food
      i. Commercials
      ii. Family & Friends
      iii. Lifestyle
      iv. Hunger / Appetite
   b. Nutrients
      i. Carbohydrates
      ii. Protein
      iii. Vitamins
      iv. Minerals
      v. Water
   c. Food Guidelines (mypyramid.gov)
      i. Grains
      ii. Vegetables
      iii. Fruits
      iv. Milk
      v. Meat/Beans
      vi. Fats
      vii. Portion Sizes
   d. Smart Consumer
      i. Nutrition Label
      ii. Shopping (HyVee Trip)

3. **Physical Activity**
   a. Importance of Active Lifestyle
   b. Endurance
   c. Strength
   d. Flexibility
   e. Fitness Goals
   f. Injuries

*This unit will also correlate to Physical Education class.

4. **Safety**
   a. Presentation Projects - students choose a topic and present the safety information to the class. It will range from running outside, playing basketball, fishing, driving a car, walking a dog, and fires in the house.
   b. Teacher’s Project – teacher creates a project and presents it to the class. This is an example and gives them more information on safety tips.
   c. A rubric of the project is handed out on the first day explained.
8th Grade
Health Education Curriculum

1. **Review of Smoking, Alcohol, and Drugs**

2. **Anatomy and Hygiene as it relates to Physical Education Units**
1. **Chapter 1 & 3 A Healthy Foundation / Self Esteem**
   a. Lesson 1 Self-Esteem
      - Objective 1: Identify the characteristics of good mental and emotional health.
      - Objective 2: Identify and apply how to improve your self-esteem.
      - Objective 3: Identify Maslow’s hierarchy of needs.

   b. Lesson 2 Personal Identity
      - Objective 1: Identify how personal identity describes who you are.
      - Objective 2: Identify and describe the traits of good character.
      - Objective 3: Describe the ways to develop a healthy identity.

   c. Lesson 3 Understanding Emotions
      - Objective 1: Identify the factors that influence your emotions.
      - Objective 2: Describe the most common emotions.
      - Objective 3: Identify and describe empathy.
      - Objective 4: Describe and analyze the common defense mechanisms and how to respond to difficult emotions.

2. **Chapter 4 Managing Stress**
   a. Lesson 1 Understanding Stress
      - Objective 1: Examine the causes and effects of stress.
      - Objective 2: Differentiate how stress can affect physical, mental/emotional, and social health.
      - Objective 3: Show how substance abuse harms mental/emotional health.

   b. Lesson 2 Managing Stress
      - Objective 1: List personal causes of stress.
      - Objective 2: Identify ways to avoid and limit stress.
      - Objective 3: Discover strategies for managing stress.
      - Objective 4: Develop healthful behaviors that help reduce stress.

   c. Lesson 3 Dealing with grief
      - Objective 1: Identify the stages of the grieving process.
      - Objective 2: Identify ways to cope with death.
      - Objective 3: Identify ways to cope with traumatic events.

3. **Chapter 5 Anxiety**
   a. Lesson 1 Dealing with depression
      - Objective 1: Understanding anxiety and depression.
      - Objective 2: Recognize warning signs for depression.
      - Objective 3: Understanding the causes and effects of depression.
      - Objective 4: Getting help for depression.
b. Lesson 2 Mental Disorders
   Objective 1: Name the different types of mental disorders.
   Objective 2: Identify situations requiring professional mental health services.

c. Lesson 3 Suicide Prevention
   Objective 1: Identify the common risk factors.
   Objective 2: List the warning signs of suicide
   Objective 3: Determine strategies to prevent suicides and strategies for coping with depression.
   Objective 4: Describe ways you can help

d. Lesson 4 Getting Help
   Objective 1: Identifying when teens should seek help
   Objective 2: Know how to overcome the stumbling blocks for getting help
   Objective 3: Where to go in the community to receive help
   Objective 4: Describe the different mental health professionals

4. Chapter 10 & 11 Healthy Weight Management & Nutrition
   a. Lesson 1 Weight Management
      Objective 1: Explain how your metabolism affect your weight?
      Objective 2: Identify ways to determine if you are underweight, at the appropriate weight, overweight, or obese.
      Objective 3: Explain healthful ways to gain and lose weight.
      Objective 4: Identify why physical activity is important to weight management

   b. Lesson 2 Eating Disorders
      Objective 1: Identify the different types of fad diets
      Objective 2: Identify the signs and symptoms of anorexia nervosa
      Objective 3: Identify the signs and symptoms of bulimia nervosa
      Objective 4: Identify the signs and symptoms of binge eating disorder

   c. Lesson 3 Nutrients
      Objective 1: Identify the 6 types of nutrients
      Objective 2: Describe the functions of the simple and complex carbohydrates
      Objective 3: Describe the relationship between glucose and glycogen
      Objective 4: Identify the benefits of fiber

   d. Lesson 4 Cholesterol
      Objective 1: Compare and contrast saturated, unsaturated and trans fatty acids
      Objective 2: Understand cholesterol and the difference between HDL and LDL

   e. Lesson 5 Proteins
      Objective 1: Identify the role of protein in your body.
      Objective 2: Be able to identify where you could obtain the 9 essential amino acids.
      Objective 3: Give an example of how to make incomplete proteins complete by combining foods.
Objective 4: Analyze and evaluate if the use of RBHT (growth hormone) and/or use of antibiotics should be used in our animals (food supply)

f. Lesson 6 Vitamins Minerals & Water
   Objective 1: Identify the two types of vitamins and their benefits
   Objective 2: Identify and explain the benefits of minerals.
   Objective 3: Identify the benefits of water

g. Lesson 7 Nutrition Labels
   Objective 1: Evaluate how to read a food label to determine if a product is healthy or not.
   Objective 2: Understand the different nutritional claims on a food label.
   Objective 3: Identify the difference between organic and nonorganic foods.
   Objective 4: Identify how foodborne illness occurs and how to keep them safe to eat.

5. Chapter 16 Reproductive Health
   a. Lesson 1 Female Reproductive System
      Objective 1: Identify the anatomy and physiology of the female reproductive organs.
      Objective 2: Identify the different stages of the menstrual cycle
      Objective 3: Identify and describe how to maintain reproductive health
      Objective 4: Identify and describe the possible problems with the female reproductive system.

   b. Lesson 2 Male Reproductive System
      Objective 1: Describe the parts and functions of the male reproductive system.
      Objective 2: Examine care of the male reproductive system and identify situations requiring professional health services.
      Objective 3: Describe abstinence as it relates to the prevention of STD’s.

   d. Lesson 3 Prenatal Development
      Objective 1: Identify the stages of fetal development from conception through pregnancy and birth.
      Objective 2: Explain how a pregnant female transfers nutrients and other substances to her fetus.
      Objective 3: Understand the difference between identical and fraternal twins
      Objective 4: Identify ways to keep the fetus healthy.

6. Chapter 19 Roles of Medicine: Research Project
   a. Lesson 1 Role of Medicines
      Objective 1: Identify differences between medicines and drugs.
      Objective 2: Describe how medicines enter the body.
      Objective 3: Review the effects of medicines on many different factors.

   b. Lesson 2 Using Medicines Safely
      Objective 1: Identify differences between prescription and over the counter medicines
Objective 2: Identify how to read a medicine label.
Objective 3: Identify the difference between medicine misuse and abuse.
Objective 4: Identify the commonly abused over the counter and prescription drugs and their effects.

7. **Chapter 21 Tobacco**
   a. Lesson 1 Harmful Effects
      Objective 1: Students will know the basic anatomy and physiology of the lungs
      Objective 2: Students will be able to describe the harmful effects of tobacco use on the body.
   
   b. Lesson 2 Living Tobacco Free
      Objective 1: Students will understand the harmful effects of smokeless tobacco
      Objective 2: Students will understand long term effects smoking

8. **Chapter 22 Alcohol**
   a. Lesson 1 choosing to be alcohol free
      Objective 1: Identify the factors that influence alcohol's effects.
      Objective 2: Identify the short-term effects of alcohol.
      Objective 3: Identify the long-term effects of alcohol
      Objective 4: Describe binge drinking and alcohol poisoning.
   
   b. Lesson 2 Impact of Alcohol
      Objective 1: Identify how alcohol effects driving and the consequences for a DUI
      Objective 2: Identify which drink has more alcohol (beer, wine, or whiskey)
      Objective 3: Identify the effects of alcohol and pregnancy
      Objective 4: Identify the stages of alcoholism
      Objective 5: Identify the steps to recovery

CPR Certification (American Heart Association)
Students will be certified in CPR/AED along with first aid.
ADMINISTRATIVE PROCEDURES

Comprehensive Health Education Program

The major educational areas of the District's comprehensive health education program are described below.

1. In all elementary and secondary school the health program shall include human ecology and health; human growth and development; the emotional, psychological, physiological, hygienic and social responsibilities of family life (including, in grades 6 through 12, instruction about both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS); prevention and control of disease, and course material and instruction to advise students of the Abandoned Newborn Infant Protection Act. The program shall include information about cancer, including without limitation, types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help.

2. In grades pre-K through 12, age appropriate sexual abuse and assault awareness and prevention education shall be included in a child sexual abuse prevention program. Through grade 5, the comprehensive health education program will provide one to four age-appropriate instructional sessions per school year to instruct students to (a) recognize and report sexual abuse, and (b) focus on methods to reduce students’ vulnerability to sexual abuse.

3. The grades 6-12 health program shall include the prevention, transmission and spread of AIDS, public and environmental health, consumer health, safety education and disaster survival, mental health and illness, personal health habits, alcohol, drug use, and abuse including the medical and legal ramifications of alcohol, drug, and tobacco use, abuse during pregnancy, emphasis that sexual abstinence is a responsible and positive decision, tobacco, nutrition and dental health.

4. The following areas may also be included in the curricula: basic first aid (including cardiopulmonary resuscitation and the Heimlich maneuver); in grades 6-8, video training on cardiopulmonary resuscitation and how to use an automated external defibrillator; heart disease; diabetes; stroke; the prevention of child abuse, neglect, domestic violence, and suicide; and age appropriate education about the warning signs, recognition, dangers, and prevention of teen dating violence in grades 7-12.

5. In grades 5-12, the health program shall include instruction on alcohol and drug abuse, including the consequences.

6. In grades K-8, students should be provided with age-appropriate information about the dangers of drug abuse. The District's educational program shall offer drug education units that are integrated into the curricula and are designed to promote effective methods for the prevention and avoidance of drug and substance abuse.

7. In grades 7-12, the program shall include the prevention of abuse of anabolic steroids. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students participating in these programs.

8. The family life and sex education program shall be developed in sequential pattern and related in depth and scope to the students' physical, emotional and intellectual maturity level. Family life courses offered in grades 6-12 shall include the information regarding the alternatives to abortion and information regarding the prevention, transmission and spread of AIDS. Course content shall be age-appropriate. Class sessions which deal exclusively with human sexuality may be conducted separately for males and females.

9. The health program in grades K-8 shall include annual instruction on the danger of and how to avoid abduction as part of the District's regular curriculum. Students shall be given, as appropriate, information on child sexual abuse.
ADMINISTRATIVE PROCEDURES

Comprehensive Health Education Program

10. Students shall be provided parenting education in grades 6 through 12.

11. Students shall be provided safety education in all grades.

12. All students shall receive age-appropriate instruction on motor vehicle safety and litter control.

13. Students in grades 9 or 10 shall receive instruction on donations and transplants of organs/tissue and blood.

No student shall be required to take or participate in any class or course on AIDS, or family life instruction, sex abuse, or organ/tissue transplantation, if his or her parent/guardian submits a written objection to the Building Principal. Parent(s)/guardian(s) of students in grades kindergarten through 8 shall be given at least 5 days written notice before instruction on avoiding sex abuse begins. Refusal to take or participate in any such course or program shall not be reason for disciplinary action or academic penalty.

Parents/guardians shall be provided the opportunity to preview all print and non-print materials used for instructional purposes.


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