

DBCS CURRICULUM GUIDE FOR HEALTH

HEALTH DEPARTMENT PHILOSOPHY STATEMENT: To educate and develop students in the five components of Health: spiritual, physical, social, emotional and mental, to the best of their ability for the glory of God.

HEALTH DEPARTMENT CURRICULUM

A graduate of Denbigh Baptist Christian school should be able to:

1. Understand the causal relationship between health and actions. (*School objectives # 1,3,11*)
2. Have an understanding of health practices as either glorifying to God or glorifying to self. (*School objectives # 1, 2, 3, 11*)
3. Recognize that spiritual health has to do with their relationship to God and is the most important aspect of Health. (*School objectives # 2, 3, 4, 11*)
4. Establish habits that improve their physical health. (*School objectives #2, 9*)
5. Know that mental health has to do with how we reason or evaluate accurately by learning and understanding what God's Word teaches. (*School objectives #1, 3, 4, 8, 9, 11*)
6. Realize that health deals with our responses to God-ordained circumstances. (*School objectives #1, 3, 10, 11*)
7. Develop sound relationships that are free from moral defect and worthy of confidence. (*School objectives #1, 3, 4, 10, 11*)

7th GRADE HEALTH CURRICULUM

The student will:

1. differentiate between the five components of health: spiritual, physical, mental, emotional, and social (*Health dept. # 1, 2*)
2. develop an understanding of what it means to be healthy. (*Health dept. # 1, 2*)
3. develop an understanding of a Christian perspective on health. (*Health dept. # 2, 3, 5, 6*)
4. work together to build a classroom community. (*Health dept. # 7*)
5. understand that God has created each person in a special way. (*Health dept. # 3, 5, 6*)
6. understand that they can only begin to comprehend their own identity when they know God, their Creator. (*Health dept. # 2, 3, 5, 6*)
7. understand that God has called each of them to develop and use their gifts and abilities. (*Health dept. # 1, 2, 3, 5, 6*)
8. know specific ways to use their abilities in their daily calling as students. (*Health dept. # 1, 2, 3, 5, 6*)
9. develop awareness of communication as a powerful tool and practice various communication skills. (*Health dept. # 1, 2, 5, 6, 7*)

8th GRADE HEALTH CURRICULUM

The student will:

1. understand that we are called to live in community. (*Health dept. #6, 7*)
2. be able to identify characteristics of a Christian community. (*Health dept. #5, 7*)
3. develop an understanding and appreciation of the human body. (*Health dept. #4*)
4. develop an increased awareness of the need to make positive lifestyle choices.
(*Health dept. #1, 2, 4, 6, 7*)
5. recognize that they are to honor God by taking care of their bodies. (*Health dept. #1, 2, 4, 6, 7*)
6. review and expand their understanding of sexuality and family life. (*Health dept. #2, 5*)
7. understand that sexual maturity is the ability to express ourselves as men/women in a way that serves and praises God. (*Health dept. #1, 2, 5, 6, 7*)

9th GRADE HEALTH CURRICULUM

The student will:

1. differentiate between the five components of health: spiritual, physical, mental, emotional, and social. (*Health dept. #3, 4, 5, 6, 7*)
2. identify the major locations and functions of each of the main systems of the human body. (*Health dept. #1, 4*)
3. explain the functions of the major components of nutrition: carbohydrates, proteins, fat, water, vitamins, and minerals. (*Health dept. #1, 2*)
4. identify the principles of a complete exercise program and explain the importance of overload, progression and specificity. (*Health dept. #1, 2, 4*)
5. discern between being presumptuous towards God and depending on God's protection. (*Health dept. #1, 2, 5, 6*)
6. differentiate between noninfectious and infectious diseases. (*Health dept. #1, 2, 4, 6*)
7. identify harmful effects of drugs, alcohol and tobacco on the body. (*Health dept. #1, 2, 4, 6, 7*)
8. see that their health for the rest of their life may be affected by decisions and actions made today. (*Health dept. #1, 2, 6*)

10th GRADE HEALTH CURRICULUM

The student will:

1. identify the EMS system and the role of the citizen responder to the system.
(Health dept. #5, 6)
2. recognize the signs and symptoms of breathing emergencies and demonstrate how to provide aid to these emergencies. *(Health dept. #1, 6)*
3. explain the major risk factors and treatments for cardiovascular disease. *(Health dept. #1, 2, 4, 6)*
4. differentiate between a heart attack, chest pains, and cardiac arrest and demonstrate the techniques of cardiopulmonary resuscitation (CPR). *(Health dept. #1, 6)*
5. recognize the signs and symptoms of shock and life-threatening bleeding and demonstrate the treatments of these emergencies. *(Health dept. #1, 6)*
6. identify the musculoskeletal system and explain the treatment for various injuries to the bones, muscles, connecting tissue, and soft tissue. *(Health dept. #1, 4, 6)*
7. recognize the signs and symptoms of sudden illnesses and explain the treatment and care of these emergencies. *(Health dept. #1, 4, 6)*
8. recognize the signs and symptoms of poisoning and identify the general guidelines of care for any poisoning emergency. *(Health dept. #1, 2, 4, 5, 6, 7)*
9. describe the signs and symptoms of heat and cold related illnesses and the care for these illnesses. *(Health dept. #1, 4, 6)*
10. identify and describe the primary functions of the eight body systems and the consequences of having a problem occur in these systems. *(Health dept. #1, 4)*
11. demonstrate how to check for life-threatening emergencies and make appropriate decisions when given an example of an emergency situation. *(Health dept. #1, 5, 6)*