

## USD 383 Manhattan-Ogden Health Curriculum Map

Welcome to the **curriculum design maps** for Manhattan-Ogden USD 383, striving to produce learners who are:

- **Effective Communicators** who clearly express ideas and effectively communicate with diverse audiences,
- **Complex Thinkers** who identify, access, integrate, and use available resources,
- **Collaborative Workers** who use effective leadership and group skills to develop positive relationships within diverse settings,
- **Community Contributors** who use time, energies and talents to improve the welfare of others,
- **Self-Directed Learners** who create a positive vision for their future, set priorities and assume responsibility for their actions, and
- **Quality Producers** who create intellectual, artistic and practical products which reflect high standards. [Click here for more.](#)

## Overview of Health Curriculum:

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The following map was drafted by teachers based on the Kansas K-12 Health Education Standards which can be found at: [http://www.kshealthykids.org/HKS\\_Docs/Standards/Health\\_Standards.pdf](http://www.kshealthykids.org/HKS_Docs/Standards/Health_Standards.pdf) and the National Health Education Standards located at: <https://www.cdc.gov/healthyschools/sher/standards/index.htm>

“Research shows that elementary students, who are given nutrition, physical activity and substance abuse resistance skills education, eat a healthier diet, exercise more, and resist substance use. Students in grades 5-12, who receive health education focused on the CDC’s risk factors for adolescents, also eat healthier, exercise more, resist substance use, avoid intentional and unintentional injury, and also delay sexual activity.” Kansas Model Curricular Standards for Health Education

**2015-16 USD 383 Manhattan-Ogden Year at a Glance—Grade 8 Health**

<b>Unit Description and Estimated Time Frame</b>	<b>Course/Grade Level Standards</b>	<b>Vocabulary</b>	<b>Essential Questions</b>	<b>Texts to be read (Informational and Literature-based)</b>	<b>Assessments (note if optional)</b>
<p>UNIT 1</p> <p>Understanding Sexuality</p> <ul style="list-style-type: none"> <li>- Puberty</li> <li>- Body Changes</li> <li>- Dating/ Relationships</li> </ul> <p>8-10 School Days</p>	<p>KS Health Standards:</p> <p>#1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>#2 – Students will analyze the influence of family, peers, culture, technology and other factors on health behaviors.</p> <p>#4—Students will analyze the influence of culture, media, technology and other factors on health</p> <p>#5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>#6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p> <p>#7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</p>	<ul style="list-style-type: none"> <li>• Sexuality</li> <li>• Gender Roles</li> <li>• Adolescence</li> <li>• Secondary Sex Traits</li> <li>• Abstinence</li> <li>• Date Rape</li> <li>• Peer Pressure</li> <li>• Cooperation</li> <li>• Body Language</li> </ul>		<p>Chapter 6 pg. 136 – 156 (Health Textbook)</p> <p>Chapter 1 pg. 2-16 (Human Sexuality Supplemental Book)</p> <p>Chapter 20 pg. 512 – 521 (Health Textbook)</p>	<p>Pre / Post Test – Sex IQ Quiz</p> <p>Curriculum Test</p> <p>Sex Ed Mingle – (Pre Test)</p>

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<p>UNIT 2</p> <p>Reproduction and Heredity - Male / Female Reproductive Systems - Endocrine System</p> <p>10-12 School Days</p>	<p>#1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p># 2 – Students will analyze the influence of family, peers, culture, technology and other factors on health behaviors.</p> <p>#3 – Students will assess the ability to assess valid information and products and services to enhance health.</p> <p>#7 – Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</p>	<ul style="list-style-type: none"> <li>• Hormones</li> <li>• Pituitary Gland</li> <li>• Puberty</li> <li>• Fertilization</li> <li>• Sperm</li> <li>• Testosterone</li> <li>• Scrotum</li> <li>• Penis</li> <li>• Semen</li> <li>• Ejaculation</li> <li>• Infertility</li> <li>• Estrogen</li> <li>• Ovaries</li> <li>• Ovulation</li> <li>• Fallopian Tubes</li> <li>• Uterus</li> <li>• Vagina</li> <li>• Menstrual Cycle</li> <li>• Pap Smear</li> <li>• Menopause</li> <li>• Mammogram</li> <li>• Chromosome</li> <li>• Heredity</li> </ul>		<p>Chapter 18 pg. 460 – 482 (Health Textbook)</p>	<p>Curriculum Test</p> <p>Kahoot - Quiz</p>

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<p>UNIT 3</p> <p>Pregnancy and Birth</p> <p>Prenatal Development - Healthy Pregnancy - Child Birth</p> <p>8-10 School Days</p>	<p>#1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p># 2 – Students will analyze the influence of family, peers, culture, technology and other factors on health behaviors.</p> <p>#3 – Students will assess the ability to assess valid information and products and services to enhance health.</p> <p>#5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<ul style="list-style-type: none"> <li>• Zygote</li> <li>• Embryo</li> <li>• Implantation</li> <li>• Amniotic Sac</li> <li>• Placenta</li> <li>• Umbilical Cord</li> <li>• Fetus</li> <li>• Prenatal Care</li> <li>• Trimester</li> <li>• Obstetrician</li> <li>• Ultrasound</li> <li>• Amniocentesis</li> <li>• Ectopic Pregnancy</li> <li>• Miscarriage</li> <li>• Preeclampsia</li> <li>• Gestational Diabetes</li> <li>• Labor</li> <li>• Stillbirth</li> <li>• C-Section</li> <li>• Premature Birth</li> <li>• Multiple Birth</li> </ul>		<p>Chapter 19 pg. 488 – 504 (Health Textbook)</p>	<p>Curriculum Test</p> <p>Student Built Kahoot Quizes</p> <p>Reviewing Menstrual Cycle</p>

**Resources / Activities:**

**End of Unit Three – Nucleus Medical Media – Fertilization / C-Section/ Labor and Birth – 9 Month Journey – Speaker (Adoption) – Baby Interview**

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<b>Unit Description and Estimated Time Frame</b>	<b>Course/Grade Level Standards</b>	<b>Vocabulary</b>	<b>Essential Questions</b>	<b>Texts to be read (Informational and Literature-based)</b>	<b>Assessments (note if optional)</b>
<p>UNIT 4</p> <p>Infectious Diseases / STI / HIV / AIDS / Contraception</p> <p>-Risk of Sexual Activity -Kinds of STIs -HIV / AIDS</p> <p>8-10 School Days</p>	<p>#1 – Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p># 2 – Students will analyze the influence of family, peers, culture, technology and other factors on health behaviors.</p> <p>#3 – Students will assess the ability to assess valid information and products and services to enhance health.</p> <p>#4—Students will analyze the influence of culture, media, technology and other factors on health</p> <p>#5 – Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>#6 – Students will demonstrate the ability to use goal setting skills to enhance health.</p>	<ul style="list-style-type: none"> <li>• Bacteria</li> <li>• Virus</li> <li>• Pathogens</li> <li>• Toxin</li> <li>• Protozoan</li> <li>• STI</li> <li>• HPV</li> <li>• Chlamydia</li> <li>• PID</li> <li>• Gonorrhea</li> <li>• Genital Herpes</li> <li>• Syphilis</li> <li>• Chancre</li> <li>• Hepatitis</li> <li>• Asymptomatic Stage</li> <li>• Opportunistic Change</li> <li>• Viral Load</li> <li>• HIV Positive</li> </ul>		<p>Chapter 21 pg. 548-551 (Health Textbook)</p> <p>Chapter 22 pg. 574-596 (Health Textbook)</p> <p>Chapter 4, Section 4 pg. 76-84 (Human Sexuality Supplemental Book)</p>	<p>Post Test – Sex IQ Quiz</p> <p>Trash Can Trivia – Post Test over Prior Knowledge</p>

**Resources / Activities:**

**End of Unit Four** – Rate of Transmission of STI – Dice Activity (Probability of Multiple Partners) – Choosing the Best Curriculum – Risks and STIs  
Contraception – Think Before You Act (Abstinence) – ABC of Prevention

## 2015-16 USD 383 Manhattan-Ogden Year at a Glance—Grade 8 Health

**UNIT 1 - Resources /Activities:** Journals - Adolescence Inventory - Curriculum Videos – The Parent Interview – Dating Interview – Dating Expectations

**UNIT 2 – Resources / Activities:** RELATE 360 Presentation – My Happiness Inventory – Male / Female Diagramming – Guest Speaker Breast Mammograms – Jason Struble Story (Testicular Cancer) – Hormones in the Balance (Curriculum Video)

**UNIT 3 – Resources / Activities:** Nucleus Medical Media – Fertilization / C-Section/ Labor and Birth – 9 Month Journey – Speaker (Adoption) – Baby Interview

**UNIT 4 – Resources / Activities:** Rate of Transmission of STI – Dice Activity (Probability of Multiple Partners) – Choosing the Best Curriculum – Risks and STIs  
Contraception – Think Before You Act (Abstinence) – ABC of Prevention