



ATENEOS DE DAVAO UNIVERSITY
HIGH SCHOOL

MUSIC, ART, PHYSICAL EDUCATION, AND HEALTH (MAPEH)
SCOPE AND SEQUENCE
SY 2014-2015

Grade 8
Health Education 8

Unit 1: Human Sexuality

Content Standards:

The learner demonstrates understanding of human sexuality, responsible parenthood and managing sexuality related issues for a healthy life.

Performance Standards:

The learner appropriately manages sexually-related issues through responsible, informed and values-based decisions in preparation for responsible parenthood.

Performance Task:

There will be an Art Gallery opening a week from now and you are one of the prestigious artistic photographers invited to showcase your talent in taking breathtaking photos. The Art Gallery aims to raise awareness of everyday human practices that exploit or harm one's sexuality and at the same campaign for freedom of expression of human sexuality in a respectable and modest light. You then have the important goal of showing the two faces, the negative and the positive, in short, the two sides of the story.

As a respected photographer, your goal is to capture two shots; one shot showing everyday practices or activities that human beings engage in that pose a threat to one's sexuality. On the other side, take a photo of yourself in a pose/scenario/shot that best expresses or captures the essence of celebrating, protecting and respecting one's sexuality as a teenager.

Beneath or below the picture, write one line that best explains or describes your picture and how you celebrate your sexuality. You can edit or personalize your photo. Place the two photos side by side in order for the viewers/ visitors to see the comparison or note the difference. All your photos will be posted in the walls of Art Gallery on the day of the Gallery Opening and some professionals, local citizens and celebrities will be invited to come and view your product.

Each of the photo needs be in the uniform/ standard size (4R). Malicious, disrespectful, vulgar and offensive photos or captions shall be removed, sanctioned and dealt with accordingly. Everything in the photo needs to be original, creative, labeled appropriately, visible and artistically made.

Topics:

1. The basics of human sexuality
 - meaning and difference of sex and sexuality
 - the meaning and importance of human sexuality and its dimensions
 - the advantages of being male/female
 - the definition and difference between sex and gender
 - gender roles/ issues/ bias

- importance of sexuality for family health
2. Sexually Transmitted Diseases
 - Nature
 - Signs and Symptoms
 - Infectious Agent
 - Mode of Spread and Transmission
 - Preventive Measures
 - Treatment
 3. Health behaviors and attitudes related to sexuality
 - Risky behaviors
 - Sexually healthy behaviors
 - Abstinence
 - Refusal skills
 - Taking a stand
 4. Dating and Courtship
 - Love
 - Infatuation
 - Limitations
 - Healthy relationships
 - Boundaries

Textbook:

- MAPEH Compilation for Grade 8 by Ralph Libosada et al.,
- Glencoe Teen Health 1 and 2
- Towards Wholeness Health Education 2
- MAPEH in Action 1 and 2

References:

- file:///C:/Users/Angie%20Go/Downloads/Health%20Curriculum%20Guide%20Grades%201-10%20December%202013-1%20(1).pdf
- <http://www.pecentral.org/lessonideas/health/healthlinks.html>
- <http://www.csun.edu/~vcpsy00h/students/sexual.htm>
- http://kidshealth.org/teen/your_mind/relationships/healthy_relationship.html#

Unit 2: Disease Prevention and Control

Content Standards:

The learner demonstrates understanding of principles in the prevention and control of communicable and non-communicable diseases for the attainment of individual wellness

Performance Standards:

The learner consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases and non-communicable.

Performance Task:

World Health Organization has reported a rising increase in cases related to infection, Bird Flu, AH1N1, Smallpox, Tuberculosis, SARS and other deadly diseases are now threatening to cause a pandemic. You are a team of art illustrators that were hired by the Center for Disease Control and Prevention (CDC) to create a new design for their informational poster on disease prevention. This should be a poster that guides private and public schools, particularly the students and teachers about what to do in order to avoid the spread of diseases. Important information should be present but output should not be too wordy. As a team of illustrators, you need to layout your poster with many pictures and artwork that are visually captivating and educational at the same time. Remember that your output will be used in several public schools and will help and guide the students on what to do and how to act. Your output should clearly inform the students the proper preventive actions so that germs or pathogens will not spread thereby reducing their risk of acquiring communicable and non communicable diseases. Add a title to your poster that is catchy and appropriate (for example: “Clean Hands Save Lives” or “Hand Hygiene” or “The Cough and Sneeze Etiquette”) In this way, those who see it for the first time will immediately know what the informational poster is all about.

Topics:

1. Health and Disease
 - Basic/general terms about Health and Disease
 - Causes of disease
 - General factors that influence the health equilibrium (host, agent, and environment)
 - Factors that influence disease transmission
 - How germs are spread

2. Diseases
 - The chain of infection
 - The stages of infection
 - Types of Pathogen
 - General methods of disease prevention and control
 - Most common communicable diseases and its prevention and control
 - Emerging and re-emerging diseases
 - Common non-communicable diseases and its prevention and control

3. Development of self- monitoring skills
 - Development of personal life skills to prevent and control communicable diseases
 - Prevention and control of non-communicable disease
 - Self-monitoring skills to prevent non-communicable diseases (physical activities/regular exercise, healthy eating, not smoking, weight management, routine medical check-up, stress management)

Textbook:

- MAPEH Compilation for Grade 8 by Ralph Libosada et al.,
- Glencoe Teen Health 1 and 2
- Towards Wholeness Health Education 2
- MAPEH in Action 1 and 2

References:

- <http://www.pecentral.org/lessonideas/health/healthlinks.html>
- <http://teaching-strategies.wikispaces.com/space/content?tag=academic%20engagement>
- [file:///C:/Users/Angie%20Go/Downloads/Health%20Curriculum%20Guide%20Grades%201-10%20December%202013-1%20\(1\).pdf](file:///C:/Users/Angie%20Go/Downloads/Health%20Curriculum%20Guide%20Grades%201-10%20December%202013-1%20(1).pdf)

- <http://www.who.int/mediacentre/factsheets/fs355/en/>

Unit 3: First Aid

Content Standards:

The learner demonstrates understanding of the concepts and principles of safety education in the prevention of injuries

Performance Standards:

The learner consistently demonstrates resilience, vigilance and proactive behavior to prevent injuries.

Performance Task:

A multiple vehicle collision has just occurred as you were passing by the highway and there are a lot of casualties. The casualty is breathing. You saw a casualty who has a fractured arm or leg and is in an unsafe place. As a paramedic, you are a certified healthcare provider who is trained to treat and help victims in times of emergencies such as this.

Your goal is to perform the basic steps of giving first aid to a victim who needs your help and the other trained first aiders nearby in order to be transported from an unsafe location to a safe location. This emergency will require for you to perform splinting before you transfer the victim. You are to demonstrate the safety measures during an emergency and the step by step sequence of splinting and ERT.

The bystanders, passers by and other nearby paramedics and health care providers will be observing and watching you as you perform the steps that may help save the life of the victim.

Necessary equipment and personnel are available. You know that you are required to perform the step by step procedure on ERT and splinting. You know you need to be quick, alert and accurate when responding to this type of emergency because each passing minute will lead to more injury. You need to apply the appropriate splinting and carrying and transfer technique within 4 minutes. You need to have enough resources and you need to perform using the correct procedure, commands, posture/ body mechanics, positioning and teamwork.

Topics:

1. Basic Concepts of First Aid
 - First aid, General Principles of giving First Aid
 - ABCs of First Aid
 - Characteristics of a good First Aider
 - Accidents and Emergencies
 - Common emergency situations and medical conditions and appropriate safety measures/ interventions
2. First Aid Training- Emergency Rescue and Transfer and Splinting--Simulation and Practice
 - One Rescuer Technique**
 - One – man assist to walk
 - Cradle carry/Lover's carry
 - Piggyback carry
 - Packstrap carry
 - Two Rescuers Technique**
 - Fore and Apt carry/Extremity carry

- Two-handed seat/Saddle Carry/Hands as a Litter
- Four-handed seat

Three Rescuers Technique

- Bearer alongside/Flat and Lift

Six Rescuers Technique

- Six-men Lift and Carry

Textbook:

- MAPEH Compilation for Grade 8 by Ralph Libosada et al.,
- Glencoe Teen Health 1 and 2
- Towards Wholeness Health Education 2
- MAPEH in Action 1 and 2

References:

- <http://www.slideshare.net/ArnelLPU/emergency-rescue-and-transfer>
- <http://www.bubblews.com/news/175765-emergency-rescue-and-transfer>
- [file:///C:/Users/Angie%20Go/Downloads/Health%20Curriculum%20Guide%20Grades%201-10%20December%202013-1%20\(1\).pdf](file:///C:/Users/Angie%20Go/Downloads/Health%20Curriculum%20Guide%20Grades%201-10%20December%202013-1%20(1).pdf)

Unit 4: Environmental Health

Content Standards:

The learner demonstrates understanding of the principles in protecting the environment for community wellness

Performance Standards:

The learner consistently demonstrates healthful practices to protect the environment for community wellness

Performance Task:

Our country is faced with many environmental issues. Establishments and homes do not consistently observe activities that aim to protect the environment, and as a result, we face many natural disasters. You and your team of graphic art illustrators are tasked to create an artistic poster that aims to campaign for environmental protection and preservation. Your poster needs to clearly point out the importance of personal responsibility and social consciousness in managing environmental health issues such as:

- Climate Change
- Waste Management/ Disposal
- Resource of Conservation (Water, Energy, Fuel, etc)
- Pollution (Noise, land, air, water, etc)
- Deforestation

Make sure that you are to include the following in your content:

Prevention and management of the environmental health issue chosen (Green Tips)

Impact of these issues on health and safety

Graphic illustration and design

Your topic needs to be informative, artistic and complete in content. As a tool for environmental protection advocacy, your poster has to have all the relevant elements needed, has to visually appealing and educational.

Topics:

- Definition of Environmental Health
- Characteristics of a healthy environment and community
- Eco Solid Waste Management
- 3Rs
- Nature and Health Effects of Environmental Issues (improper waste disposal, pollution, illegal mining, deforestation, oil spill, coral reef degradation, climate change)
- Prevention and Management of Environmental Health Issues
- Personal responsibility
- Social consciousness
- Taking collective Action

Textbook:

- MAPEH Compilation for Grade 8 by Ralph Libosada et al.,
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- Towards Wholeness Health Education 2
- MAPEH in Action 1 and 2

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- <http://www.epa.gov/epawaste/education/teens/steward.htm>
- <http://www.epa.gov/epawaste/education/pdfs/mad-guide.pdf>