

8th Grade Health

LENGTH OF TIME: 1 year

GRADE LEVEL: 8

DESCRIPTION OF COURSE:

The course will have the student examine the components of balanced health, human growth and development, and human sexuality – the physical, mental, and social aspects. Students will also revisit alcohol, tobacco, and drug use and the impact that experimentation, abuse, and addiction can have on their health.

COURSE STANDARDS:

Students will:

1. Identify how identity is developed, and how our identity can affect behavior and decisions. (NHS 2, 5; PA10.1.6 a, d)
2. Analyze and explain the male and female reproductive anatomy and physiology. (NHS 1,2,3, 7; PA Std 10.1.9 b, e; 10.2.9 a)
3. Understand the developmental changes that occur during the stages of puberty.(NHS 1, 8; PA 10.1.9 a, b)
3. Understand the changes that occur in the female body during pregnancy, labor, and delivery. (NHS 1, 8; PA 10.1.9 a, b)
4. Understand and express decision making choices/alternatives as it relates to adolescent sexuality. (NHS 1,2,3,5,7; PA 10.1.9 a, d, e, 10.2.9 a, b, c,d)
5. Express and demonstrate the knowledge and skills necessary to make decisions on dating issues. (NHS 1-8; PA10.1.9 a, b, d, e; 10.2.9 a; 10.3.9 c)
6. Understand the benefits of abstaining from sexual activity until a person is physically, emotionally, and socially developed. (NHS 1-8; PA 10.1.9 a, b,d 10.2.9 a, d)
7. Analyze and assess health-related issues (e.g. HIV/AIDS, STI's). (NHS 1-8; PA Std 10.1.9 a, b, d, e; 10.2.9 a, d)
8. Identify and evaluate the methods of birth control available to teenagers. (NHS 1-8; PA 10.1.9 a, b, d, e; 10.2.9 a, b,d)
9. Identify the advantages of avoiding tobacco, alcohol and substance use. (NHS 1-8; PA 10.1.9 a,b,d, e, 10.2.9.a,b, d, e)
10. Develop the skills to avoid tobacco, alcohol, and substance use. (NHS 1-8; PA 10.1.9 a,b,d, e, 10.2.9.a, b, d, e)
11. Identify the long term and short term effects of tobacco, alcohol, and substance use. (NHS 1, 5-8; PA 10.1.9 e, 10.2.9.e)

NATIONAL HEALTH EDUCATION STANDARDS:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

PENNSYLVANIA STANDARDS FOR HEALTH, SAFETY AND PHYSICAL EDUCATION:

Standard Area - 10.1: Concepts of Health

Standard - 10.1.9.A: Analyze factors that impact growth and development between adolescence and adulthood.

- relationships (e.g., dating, friendships, peer pressure)
- interpersonal communication
- risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)
- abstinence
- STD and HIV prevention
- community

Standard - 10.1.9.B: Analyze the interdependence existing among the body systems.

Standard - 10.1.9.C: Analyze factors that impact nutritional choices of adolescents.

- body image
- advertising
- dietary guidelines
- eating disorders

- peer influence
- athletic goals

Standard - 10.1.9.D: Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- decision-making/refusal skills
- situation avoidance
- goal setting
- professional assistance (e.g., medical, counseling, support groups)
- parent involvement

Standard - 10.1.9.E: Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

Standard Area - 10.2: Healthful Living

Standard - 10.2.9.A: Identify and describe health care products and services that impact adolescent health practices.

Standard - 10.2.9.B: Analyze the relationship between health-related information and adolescent consumer choices.

- tobacco products
- weight control products

Standard - 10.2.9.C: Analyze media health and safety messages and describe their impact on personal health and safety.

Standard - 10.2.9.D: Analyze and apply a decision-making process to adolescent health and safety issues.

Standard - 10.2.9.E: Explain the interrelationship between the environment and personal health.

- ozone layer/skin cancer
- availability of health care/ individual health
- air pollution/respiratory disease
- breeding environments/ lyme disease/west nile virus

Standard Area - 10.3: Safety and Injury Prevention

Standard - 10.3.9.A: Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.

- modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle)
- violence prevention in school
- self-protection in the home
- self-protection in public places

Standard - 10.3.9.B: Describe and apply strategies for emergency and long-term management of injuries.

- rescue breathing
- water rescue
- self-care
- sport injuries

Standard - 10.3.9.C: Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

- effective negotiation
- assertive behavior

Standard - 10.3.9.D: Analyze the role of individual responsibility for safety during organized group activities.

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Completing an identity project (course standard 1)
2. Completing notes on the male and female reproductive diagram (course standard 2)
3. Completing the male and female reproductive system fill-in sheet (course standard 2)
4. Completing The Miracle of Life reflection sheet (course standard 4)
5. Writing factual information and personal evaluations on various guest speaker presentations. (course standard 4, 5, 6, 7)
6. Completing a Date rape video reflection (course standard 5)
7. Completing and evaluating a transmission simulation of the spread of HIV/AIDS (course standard 7)
8. Writing a HIV reflection paper (course standard 7)
9. Researching and completing a sexually transmitted infections chart (course standard 7)
10. Researching and presenting a method of birth control (course standard 8)
11. Completing the Birth Control chart (course standard 8)
12. . Researching and demonstrating proficient knowledge about the influence that tobacco, drugs and alcohol can have on your physical, emotional, and social health. (course standard 9, 10, 11)

TITLES OF UNITS:

1. Identity
2. Male and Female reproductive system anatomy and physiology
3. Teen pregnancy
4. Healthy and unhealthy relationships
5. Abstinence
6. HIV
7. Sexually Transmitted Infections
8. Birth Control
9. Tobacco, alcohol, and other drugs

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Demonstration
2. Explanation
3. Cooperative groups
4. Active participation
5. Written tests/ quizzes
6. Handouts/worksheets
7. Role-play
8. Research – note taking and writing
- 9.. Outlining
10. Oral presentations
11. Visual presentations
12. Independent reading

MATERIALS:

1. Health text - Houghton & Mifflin, resource
2. ETR - Choosing Abstinence
3. Health videos
4. Just for the Health of it!- Patricia Rizzo Toner

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Teacher
2. Peer assistance, tutoring, assessment
3. Self reflection on class assignments/homework
4. Cooperative learning groups
5. Special assistance – SST, resource help
6. Guest Speakers

PORTFOLIO DEVELOPMENT:

1. Written tests/quizzes
2. Skill assessments
3. Class notes
4. Reading summary assignments
5. Evaluation of projects and oral presentations

METHODS OF EVALUATION:

1. In-class reflection, written work
2. Daily participation - class discussion, cooperative group work
3. Homework, reflections
4. Tests/ quizzes
5. Oral presentation
6. Poster/collage
7. Role-play

INTEGRATED ACTIVITIES:

1. Concepts
 - demonstrate knowledge of basic concepts and principles
 - understand the importance and value of quality
 - understand the links between lifestyle, genetics and wellness
 - examine the consequences (positive and negative) of dating behaviors
 - develop an understanding of current health-related issues in the world
2. Communication
 - respond orally and in writing
 - listening and understanding
 - produce, perform, and exhibit work
 - exchange information orally
 - read and use a variety of sources of information
3. Thinking/Problem Solving
 - analyze - techniques

- observe
 - evaluate
 - show relationships
 - make decisions
 - apply concepts
 - make predictions
4. Application of Knowledge
 - demonstrate connections, relationships
 - examine and evaluate life situations
 - exhibit skills and understanding
 5. Interpersonal Skills
 - demonstrate skills (speaking and listening)
 - work cooperatively
 - communicate effectively
 - work effectively with others

Revised 8/4/20