Course Title: Health

Subject: Health

Grade Level: 8th grade

Duration: 9 weeks

Prerequisite: none

Elective or Required: none

Department Mission Statement:

The health education program is designed to keep pace with our ever-changing world. Health education is a planned and sequential curriculum for students in kindergarten through high school that addresses the physical, mental, emotional and social dimensions of health. The curriculum addresses and integrates education about a range of categorical health problems and issues at developmentally-appropriate ages. It also enables students to develop and demonstrate increasingly sophisticated health-related knowledge and skills.

Quality health education motivates and assists students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It includes active learning strategies to help students to develop the knowledge and skills they need to make informed choices concerning their own health. Successful health education includes the involvement of parents, health professionals, and other concerned community members. It also includes management, coordination and teacher instruction as well as periodic evaluation, updating and improvement. The program promotes wellness as a means to a healthy adult lifestyle.
Course Description:

Health Education seeks to improve the student’s mental, physical, and social well-being. Information is provided to improve student knowledge and experiences that can lead to healthy lifestyle decisions. Students will adopt healthy practices and decision-making skills that will help to produce a positive self-direction in their lifestyle and behavior. Students will be introduced to the concept of fitness in every aspect of the term and its importance to them throughout their life.

Alcoholism and drug use will be defined, and students will achieve a greater understanding of these problems and how they can be avoided and helped. Pregnancy and sexuality will be investigated so that students can see the enormous level of responsibility that comes with choosing to be sexually active.

Various other topics will be discussed that will be presented so that they may understand the value of each in their daily lives. The cooperative effort of school, family, and community agencies will enhance the health education program.

Author: Shana Caulfield
Date Submitted: Summer 2014
Approximate # Of Weeks: For Each Unit 1-3

Interdisciplinary Standards (njccs.org & Common Core Reading/Writing Standards)

STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Personal Health  
B. Growth & Development  
C. Nutrition  
D. Diseases & Health Conditions  
E. Safety  
F. Social & Emotional Health

STANDARD 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Communication  
B. Decision Making  
C. Planning & Goal Setting  
D. Character Development  
E. Leadership, Advocacy, & Service  
F. Health Services & Careers

STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Medicines  
B. Alcohol, Tobacco, and other Drugs  
C. Dependency, Addiction, & Treatment

STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.
A. Relationships
B. Sexuality
C. Pregnancy & Parenting

2.1 (Wellness) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Personal Growth & Development
B. Nutrition
C. Disease and Health Conditions
D. Safety
E. Social & Emotional Health

2.2 (Integrated Skills) ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Interpersonal Communication
B. Decision Making and Goal Setting
C. Character Development
D. Advocacy & Service
E. Health Services & Information

2.3 (Drugs and Medicines) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Medicines
B. Alcohol, Tobacco, and Other Drugs
C. Dependency/Addiction & Treatment

2.4 (Human Relationships and Sexuality) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

A. Relationships
B. Sexuality
C. Pregnancy & Parenting
TOPIC/UNIT I: WELLNESS

ESSENTIAL QUESTIONS:
1. What is the best way to lose, gain or maintain weight?
2. How do I keep myself safe?
3. When conflict arises, how do I manage the situation?
4. How do I manage stress in a healthy manner?
5. How does one communicate effectively?
6. What are some refusal skills and how do I use them?
7. How do you make a decision when working collectively?
8. What are the different types of eating disorders?
9. How do I keep myself healthy?

OBJECTIVES:
Upon completion of this unit, students will be able to:

- Describe how decision affect your health and the health of others (2.2.2.B.2)
- Develop decision-making skill to make healthful choices.
- Identify the traits of good character. (2.2.8.C.1)
- Explain the role of tolerance in social health. (2.2.8.C.2)
- Develop refusal skills to avoid certain situations and practice effective communication skills. (2.2.8.A.2)
- Recognize factors that influence your self-concept and develop self-esteem.
- Identify and express emotions in healthy ways
- Identify healthful behaviors to manage anger.
- Identify causes of stress, how your body responds to stress and how to manage stress.
- Recognize strategies for coping with personal loss, and emotional support for someone who is grieving.
- Identify two mood disorders, anxiety disorders and the signs of depression. (2.1.8.C3)
- Understand how teens across the country are struggling with bullying, and suicide and recognizing there effective solutions such as school support, websites, organizations.
- Demonstrate effective communication skills to help someone with mental and emotional problems especially when dealing with a bullying situation. (N.J.S.A. 18A:37-17)
- Describe the kinds of therapies used to treat mental and emotional disorders, suicide prevention. (N.J.S.A. 18A:6-111)
• Explain the qualities of a good friend and develop communications skills to make new friends.
• Describe types of nonverbal communication, ways to be a good listener and how to use the “I” message.
• Explain the differences of positive and negative peer pressure, risks and refusal skills.
• Identify the skills to build a strong, healthy relationship.
• Identify the different types of families, responsibilities and changes that can occur.
  (2.2.8.A.1, 2.2.8.A.2)
• Describe what conflict is, different kinds of conflict and healthy ways to deal with bullying.
• Understand the importance of the Day of Silence and volunteer time to support this event.
  (2.2.8.D.1, 2.2.8.D.2)
• Develop stress-management techniques to release anger and from conflicts building.
• Understand what limits are in school, home or in society. (2.2.8.C.3)
• Recall effective skills for resolving conflicts and understand the mediation process.
• Describe measures taken to prevent violence in schools.
  (2.1.8E1, 2.1.8.E.2, 2.1.8.E.3, 2.1.8.E.4)
• Identify factors that contribute to teen violence and ways to protect yourself in and out of schools. (2.1.8.D.2)
• Identify types of violent crimes such as rape, assault, battery and hate crimes.
• Identify the different forms of harassment and ways to deal with a bully. (N.J.S.A. 18A:35-4.3)
• Describe the effects of abuse, the cycle of abuse and different forms of abuse.

ACTIVITIES:
- Classroom discussion
- Worksheets
- Group activities
- Video
- Smart board Power point presentations

TEXTS, RESOURCES, AND/OR LITERATURE:
• Teen Health Course 3 Textbook
ONLINE RESOURCES:
• Health websites

METHODS OF EVALUATION:
- Tests
- Quiz
- Projects
- Article research
TOPIC/UNIT II: DRUGS AND MEDICINES

Approximate # of Weeks: 2 weeks

ESSENTIAL QUESTIONS:
1. What are the consequences of abuse of prescription or over-the-counter drugs?
2. How do tobacco products affect one’s health?
3. What are some physical changes that occur due to tobacco smoking?
4. How do alcohol and other drugs affect one’s brain?
5. How do drugs have an effect on one’s decision-making process?
6. What are the risks of inhalants?
7. Where can someone turn to get help if they are abusing drugs?

OBJECTIVES:
Upon completion of this unit, students will be able to:
- Understand the risks of over-the-counter medicines, prescription drugs, and herbal and organic supplements. (2.3.8.A.1)
- Analyze the effects of all types of tobacco. (2.3.8.A.3)
- Understand the impact of alcohol and other drugs your brain. (2.3.8.A.5)
- Understand that when someone is under the influence it can lead to poor decision-making and risk for sexual assault, pregnancy and STI’s. (2.3.8.A.6)
- Explain the impact of inhalant use. (2.3.8.A.7)
- Understand the health risks involved when injecting drugs. (2.3.8.A.8)
- Recognize the danger of addiction and how genetic predisposition can play a role in ones addictions. (2.3.8.C.1)
- Learn how to assist family and friends to cope with substance abuse. (2.3.8.C.2)

ACTIVITIES:
- Classroom discussion
- Worksheets
- Group activities
- Video

TEXTS, RESOURCES, AND/OR LITERATURE:
- Teen Health Course 3 Textbook

ONLINE RESOURCES:
- Health websites

METHODS OF EVALUATION:
- Tests
- Quiz
- Projects
- Article research
TOPIC/UNIT III: HUMAN RELATIONSHIPS AND SEXUALITY

Approximate # of Weeks: 4 weeks

ESSENTIAL QUESTIONS:
1. What are the components in a healthy relationship?
2. What are the components in an unhealthy relationship?
3. Why is group dating healthy?
4. What are some changes that occur during puberty?
5. What is abstinence?
6. How does one resist pressures to become sexually active?
7. What are some methods of contraception?
8. What are STI’s and what do they look like?
9. What are the dangers of STI’s?
10. How does someone come in contact with an STI?
11. What is the purpose of self-examinations?
12. What are the consequences of teen pregnancy?

OBJECTIVES:
Upon completion of this unit, students will be able to:
- Understand the changes in a family and how it can affect others. (2.4.8.A.1)
- Describe the responsibilities involved in a marriage and becoming a parent.
- Explain how the family unit impacts character development.
- Identify the consequences of teen parenthood.
- Differentiate between affection, love, commitment, and sexual attraction. (2.4.8.A.4)
- Understand the differences between a healthy and unhealthy relationship and explain how to end the relationship. (2.4.8.A.5)
- Explain how dating in groups is safer than individual dating. (2.4.8.A.6)
- Analyze the changes in puberty. (2.4.8.B.1)
- Explain the benefits of sexual abstinence. (2.4.8.B.2)
- Compare and contrast methods of contraception, the benefits, risks and effectiveness. (2.4.8.B.3)
- Understand the differences between viral STI’s and bacterial STI’s which includes treatments, signs, symptoms and ways to contract the disease.
- Relate certain behaviors to placing one at greater risk for HIV/AIDS, STI’s and unintended pregnancy. (2.1.8.C1)
- Discuss topics regarding gender identity and sexual orientation. (2.4.8.B.5)
- Predict short and long-term impact of teen pregnancy.
- Identify the consequences of teen pregnancy.
- Understand the Female and Male Reproductive System, breast and testes examinations. (2.4.8.B.6) (N.J.S.A. 18A:35-5.4)
ACTIVITIES:
- Classroom discussion
- Worksheets
- Group activities
- Video

TEXTS, RESOURCES, AND/OR LITERATURE:
• Teen Health Course 3 Textbook

ONLINE RESOURCES:
• Health websites

METHODS OF EVALUATION:
- Tests
- Quiz
- Projects
- Articles