

Related Arts

<p>Grade, Course: 8th, Eating Disorders & Body Image</p>
<p>Strand: How we view our body has an effect on mental, emotional, and social health.</p>
<p><u>National Content Area Standards:</u> 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 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 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.</p> <p><u>PA Content Area Standards:</u> 10.1.9.C: Analyze factors that impact nutritional choices of adolescents. body image advertising dietary guidelines eating disorders peer influence athletic goals</p> <p><u>PA Core Standards:</u> CC.3.6.6-8.B. * Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> · Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. · Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. · Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. · Use precise language and domain-specific vocabulary to inform about or explain the topic. · Establish and maintain a formal style and objective tone.

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<p>· Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
<p>Essential Questions: How do we develop a positive body image? What is the difference between the 3 eating disorders? What is obesity?</p>	<p>Understandings: Students will understand THAT . . . The students will understand how to develop and maintain a health body image. The students will understand that eating disorders are a mental disorder. The students will understand the difference between the 3 eating disorders.</p>
<p>Knowledge: How do we develop a positive body image? What is the difference between the 3 eating disorders? What is obesity?</p>	<p>Skills: The students will be able to determine ways to reach and maintain a healthy weight. The students will be able to identify the warning signs of a possible eating disorder.</p>

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Grade, Course: 8, Health Influences	
Strand: Health concepts are essential for wellness and a health-enhancing lifestyle.	
National Content Area 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 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 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.	
PA Content Area Standards: 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 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	
PA Core Standards: CC.3.5.6-8.G. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). CC.3.5.6-8.H. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	
Essential Questions: What are the various health issues facing adolescents?	Understandings: Students will understand THAT . . . Every decision that is made has an effect on your overall well-being.

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<p><u>Knowledge:</u> What are the various health issues facing adolescents?</p>	<p><u>Skills:</u> Identify various health issues facing today's youth. Research Develop power point or role playing presentation of selected health topic.</p>

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<p>Grade, Course: 8th Nutrition</p>
<p>Strand: Health concepts are essential for wellness and a health-enhancing lifestyle.</p>
<p><u>National Content Area Standards:</u> 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 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.</p> <p><u>PA Content Area Standards:</u> 10.1.9.C: Analyze factors that impact nutritional choices of adolescents. body image advertising dietary guidelines eating disorders peer influence athletic goals</p> <p>10.1.6.C: Analyze nutritional concepts that impact health. caloric content of foods relationship of food intake and physical activity (energy output) nutrient requirements label reading healthful food selection</p> <p><u>PA Core Standards:</u> CC.3.6.6-8.B. * Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> · Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. · Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. · Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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<p><u>Essential Questions:</u> What are the 6 major nutrients? What's the difference between appetite and hunger? What influences our food choices?</p>	<p><u>Understandings: Students will understand THAT . . .</u> The students will understand the importance the nutrients. The students will understand the importance of a well balanced diet. The students will understand what influences their eating habits.</p>
<p><u>Knowledge:</u> What are the 6 major nutrients? What's the difference between appetite and hunger? What influences our food choices?</p>	<p><u>Skills:</u> The students will identify those things that effect what, why and how they eat. The students will be able to identify the role of each of the nutrients. The students will be able to determine ways to reach and maintain a healthy weight.</p>