

Wilson Area School District Planned Course Guide

Title of planned course: Health Education

Subject Area: Health

Grade Level: 8th Grade

Course Description: Physical Wellness will focus on applying and demonstrating fitness concepts through movement and activities. It will create challenges and provoke curiosity in a fun and enjoyable setting.

Time/Credit for this Course: 2 classes /week, 36 weeks

Curriculum Writing Committee: Mike Falcone, Brandon Tigar

Curriculum Map

August: Health Introduction

September: Health Introduction, Bullying

October: Vaping

November: Lifeskills

December: Lifeskills, Nutrition

January: Nutrition, Fitness

February: Fitness, First Aid

March: First Aid

April: Disease, Sexually Transmitted Infections

May: Personal Health

June: Personal Health

Wilson Area School District Planned Course Materials

Course Title: Health Education

Teacher Resources:

- Activities That Teach
- Community Agencies and Organizations
- Comprehensive Health for the Middle Grades Series
- Discovering Me
- Discovery Ed: United Streaming Website
- Food Inc. DVD (2008)
- Food Matters DVD (2008)
- Frontline: The Age of AIDS DVD (2006)
- Glencoe Health Teacher Edition
- Gum In My Hair: How to Cope with a Bully DVD (2002)
- Health and Wellness
- Health Teacher's Book of Lists
- Internet
- Life Skills Workbook
- Musculoskeletal Anatomy Coloring Book
- Patricia Rizzo Toner's Just for the Health of It Series
- Secrets of Body Language DVD (2009)
- Sexuality and Character Education, K-12
- Supersize Me DVD (2004)
- Teacher Acquired Materials
- Teacher Generated Materials
- Teaching Today's Health
- The Future of Food DVD (2004)
- Think, Choose, Act Healthy
- Tools for Teaching Health
- Totally Awesome Health
- Waste of Candy DVD (2006)
- G-W Comprehensive Health Skills for Middle School
- G-W Comprehensive Health Skills for Middle School Work Workbook
- Website:https://digitalmedia.hhs.gov/tobacco/educator_hub/about/teachers?locale=en
- Website:<https://letsgo.catch.org/courses/take/catch-my-breath/texts/35198997-program-overview>

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Introduction

Time frame: 3 classes

State Standards: 10.1.9.A, 10.1.9.D, 10.2.9.D

Essential content/objectives: At end of the unit, students will be able to:

- Understand the rules and procedures of the class
- Get to know the students and teacher

Extensions: Student input to activities

Remediation: Adaptations specific to students' needs

Instructional Methods:

- Lecture
- Notes
- Group work

Materials & Resources:

- Worksheets
- Notes
- Journals
- Waste of Candy DVD
- Internet
- Student folder
- Art supplies
- Scenario flashcards
- Rating sheets

Assessments: Introduction activities

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Bullying Review

Time frame: 2 classes

State Standards: 10.3.9.A, 10.3.9.C

Essential content/objectives: At end of the unit, students will be able to:

- Analyze individual's responsibility for safe practices in school
- Analyze individual's self-protection skills
- Analyze and apply conflict resolution techniques

Extensions: Conduct a survey throughout school to gather statistical data regarding bullying

Remediation:

- Adaptations specific to students' needs
- Student conferencing

Instructional Methods:

- Direct instruction
- Review
- Student discussion groups
- Presenting guidelines for short film piece on bullying

Materials & Resources:

- Worksheets
- Notes
- Journals
- DVD
- Internet
- Student folder
- Magazines
- Newspapers
- Art supplies
- Flip camcorders from IU 20

Assessments:

- Quizzes
- Tests
- Journal entries
- Student folder
- Group work
- Peer assessment
- Self assessment
- Video presentation
- Rubric tool

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Vaping

Time frame: 4 classes

State Standards: 10.1.9 A, 10.1.9 B, 10.1.9 D, 10.1.9 E, 10.2.9 B, 10.2.9 C, 10.2.9 D, 10.3.9 C

Essential content/objectives: At end of the unit, students will be able to:

- Gather, analyze, and select relevant evidence from multiple sources to understand the harmful health effects of vaping.
- Carry out an investigation to collect and present data about their peers' knowledge and attitudes about e-cigarettes.
- Analyze the messages delivered by e-cigarette marketing and design their own effective anti-vaping advertisements for teens.
- Analyze informational texts to gather evidence about the risks of vaping and then create a persuasive, anti-vaping infographic/poster for a teen audience.

Core Activities: Students will participate in:

- Get the Facts about Vaping
- Plan an E-Cigarette Activity
- Decode the Marketing Message
- Reading Activity
- Non-fiction Text Analysis
- Create a Poster or Infographic

Extensions:

- Scenarios/Role Play
- Anti-Vaping Infocards
- Anti-Vaping Campaign
- Persuasive Essay

Remediation: Adaptations specific to students' needs

Instructional Methods:

- Direct instruction
- Research
- Read aloud
- Notes
- Gallery walk
- Exit slip
- Family connection
- Survey
- Class discussion
- Graphing and analysis
- Presentation
- Reflection

- Advertisement
- Text analysis
- Small-group Reading
- Think-Pair-Share
- Poster

Materials & Resources:

- Get the Facts About Vaping
- The Health Impacts of E-Cigarettes
- Vaping 101
- Vaping Resource for Teens and Families
- Plan an E-Cigarette Survey Activity
- Decode the Marketing Message Activity 1 and 2
- Risks of Vaping Magazine
- The Scary Truth about Vaping
- My Vaping Mistake: Real Videos of Teen Experiences
- Project: Vaping Is Not Our Thing
- https://digitalmedia.hhs.gov/tobacco/educator_hub/lesson_plans/risks_of_vaping_magazine_lesson_plan?locale=en

Assessments:

- Diagnostic assessment
- Formative assessments
- Final project: Anti-Vaping Campaign

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Life Skills

Time frame: 12 classes

State Standards: 10.1.9, 10.2.9, 10.3.9

Essential content/objectives: At end of the unit, students will be able to:

- Apply appropriate decision making skills to real life scenarios
- Manage emotions and anger, and deal with them appropriately
- Develop appropriate social skills

Extensions: Supplemental activities outside the Life Skills Program

Remediation:

- Adaptations specific to students' needs
- Emphasize important information

Instructional Methods:

- Life Skills workbook
- Direct instruction
- Notes
- Worksheets
- Group work
- Pairing
- Learning stations
- Visuals for explanation and demonstration

Materials & Resources:

- Life Skills Resources
- Notebooks
- Journal
- Worksheets
- Recording sheets for group work
- Materials needed for learning stations
- Art supplies
- Internet
- Student folders

Assessments:

- Pre/Post Test
- Quizzes
- Tests
- Journal entries
- Student folder/notebook
- Projects and presentations
- Group participation
- Rubric tool
- Self-assessment
- Peer assessment

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Physical Fitness

Time frame: 8 classes

State Standards: 10.1.9.A, 10.1.9.E, 10.2.9.A, 10.2.9.B, 10.2.9.C

Essential content/objectives: At end of the unit, students will be able to:

- Analyze factors that impact growth and development between adolescence and adulthood
- Analyze how personal choices can impact health maintenance and disease prevention
- Identify and describe health care products and services that can impact adolescent health practices
- Describe cardiorespiratory fitness, muscular strength/endurance, and flexibility and demonstrate examples
- Evaluate existing physical fitness programs
- Design a personal fitness program
- Identify strategies for increasing physical activity
- Identify appropriate strategies for maintaining healthy weight and fitness

Core Activities: Students will participate in:

- Create a Log and evaluate
- Create a personal fitness program
- Create a game emphasizing a specific skill or component of fitness
- Family history journal
- Research a current fitness trend
- Create a gym or fitness facility
- Make an argument defending THE best exercise
- Public Service Announcement: Why People Need Physical Activity (60 Seconds)
- Gym Time
- Fitness Writer
- A New Lifetime Sport

Extensions: Create fitness videos

Remediation:

- Adaptations specific to students' needs
- Alternate testing
- Partnering

Instructional Methods:

- Direct instruction
- Notes
- Worksheets
- Music Videos
- Explanation/Demonstration of skills
- Group work and partnering

Materials & Resources:

- Worksheets
- Notes
- Music videos
- Journals
- Internet
- Student folders
- Logs
- CD's
- Art supplies

Assessments:

- Quizzes
- Tests
- Journal entries
- Projects/presentations
- Created works
- Student folder
- Group involvement
- Demonstration of skills
- Rubric tool
- Self-assessment

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Nutrition

Time frame: 12 classes

State Standards: 10.1.9.C, 10.2.9.B

Essential content/objectives: At end of the unit, students will be able to:

- Identify and analyze factors that impact nutritional choices of adolescents
- Analyze the relationship between health-related information and adolescent consumer choices
- Identify key nutrients
- Describe the Food Plate and portion size
- Assess personal dietary intake and eating habits
- Evaluate food labels
- Practice strategies for improving dietary patterns
- Differentiate between healthy diet and disordered eating behaviors

Core Activities: Students will participate in:

- USDA Rate Your Plate Activity
- Response Paper: Why do foods that are bad for you taste so good?
- What does it take to develop good habits?
- Evaluate any menu and report back to class
- Ethnic Recipes
- Create a class cookbook
- How do you see your body?
- Evaluate a weight loss technique
- Do you live to eat or eat to live?
- Are you REALLY what you eat?

Extensions: Investigate the impact of anorexia nervosa, bulimia, or “cutting weight” for sports and report findings

Remediation:

- Adaptations specific to students’ needs
- Oral testing
- Extended test taking time
- Student/Teacher conferencing

Instructional Methods:

- Direct instruction
- Notes
- Journal
- Worksheets
- Visuals
- Group work
- Learning stations

Materials & Resources:

- Worksheets
- Notes
- Slides
- Journals
- Internet
- Student folder
- Materials for learning stations
- Art supplies
- Magazines
- Books
- Movie segments

Assessments:

- Quizzes
- Tests
- Journal entries
- Presentations
- Writing samples
- Student folder
- Group participation
- Rubric tool
- Self-assessment

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: STI's

Time frame: 6 classes

State Standards: 10.1.9.A, 10.2.9.D

Essential content/objectives: At end of the unit, students will be able to:

- Establish future goals and identify obstacles that could prevent the attainment of those set goals
- Analyze ways in which HIV/AIDS can be prevented
- Analyze and apply decision-making process to adolescent health
- Identify signs and symptoms of common STD's
- Understand behaviors that put a person at risk of acquiring HIV/AIDS
- Identify strategies to prevent risky behaviors

Core Activities: Students will participate in:

- Blanket Activity
- Research and report on a public figure who put HIV/AIDS in the public eye
- The Ryan White Story
- Impact the Future
- The Healthy Immune System
- AIDS-Infected Immune System
- AIDS Dilemmas
- Pass That Cookie
- Respond to Frontline: The Age of AIDS
- What do you think?
- Why is AIDS such a difficult disease to treat or cure?
- Investigate virus mutations and report to class

Extensions: Using the internet, find statistical information to allow the creation of a bar graph illustrating the trends in the incidence of HIV/AIDS

Remediation:

- Adaptations specific to students' needs
- Flexible grouping
- Use of supplemental materials

Instructional Methods:

- Direct instruction
- Notes
- Worksheets
- Guidelines for research project
- Writing samples
- Group discussion

Materials & Resources:

- Worksheets
- Notes
- Videos
- Journals
- Internet
- Student folder
- Art supplies
- Writing samples for project
- PowerPoint slides of public figures affected with HIV/AIDS

Assessments:

- Quizzes
- Tests
- Journal entries
- Projects/presentations
- Group activity involvement
- Rubric tool
- Writing samples
- Self-assessment
- Peer assessment

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: First Aid

Time frame: 8 classes

State Standards: 10.2.9.E, 10.3.9 A, 10.3.9.B, 10.3.9.D

Essential content/objectives: At end of the unit, students will be able to:

- Explain the interrelationship between the environment and personal health
- Analyze the role of individual responsibility for safe practices and injury prevention in the home, school, and community
- Describe and apply strategies for emergency and long-term management of injuries
- Analyze the role of individual responsibility for safety during organized group activities

Core Activities: Students will participate in:

- Sun IQ
- Create Scenario
- Respond to Scenarios
- Act out Situations
- Public Service Announcement:
- Fun In the Sun
- Practical Application
- Q/A Session

Extensions: Interview a paramedic, EMT, or school nurse about an established emergency plan and report findings

Remediation:

- Adaptations specific to students' needs
- Guided practice
- Peer mentoring

Instructional Methods:

- Direct Instruction
- Notes
- Worksheets
- American Red Cross DVD
- Group work
- Pairing for practical application

Materials & Resources:

- Worksheets
- Notes
- American Red Cross DVD
- Journals
- Internet
- Student folders
- Projects
- Art supplies
- Practice supplies
- Materials for first aid kits

Assessments:

- Quizzes
- Tests
- Journal entries
- Presentations
- Group participation
- Practical application
- Student folder

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Personal Health

Time frame: 21 classes

State Standards: 10.1.9, 10.2.9, 10.3.9

Essential content/objectives: At end of the unit, students will be able to:

- Utilize appropriate decision making skills
- Learn how to properly set goals (short term, long term)
- Develop time management skills
- Apply appropriate stress management techniques
- Understand personality and emotions
- Use proper consumer health skills
- Apply ways to deal with conflict, anger, negative stressors

Core Activities: Students will participate in:

- Four Factors
- Personal Strengths and Weaknesses
- Daily Decisions
- Decision Making Game Student Creation
- “Anglada” Project
- Weighing the Options
- Recycle a responsible Decision
- Are You a Leader or A Follower?
- Setting Goals
- Rate Waste of Candy
- Anger Analysis
- Taking My Anger Out On Other People
- Responding to Stress
- Create a short story about violence, conflict resolution, or anger management
- Advice Column
- The Empathy Connection
- Violence And Me
- Gossip and Other Garbage
- Budget Game
- What Stresses Me Out?
- Stress Journal
- Comparison Shopping
- Party Time
- Goal Setting

Extensions: Interview older people about life changing events

Remediation:

- Adaptations specific to students' needs
- Select core activities
- Study Guide

Instructional Methods:

- Direct instruction
- Worksheets
- Presentation of sampling of writing works
- Modeling required activities
- Provide guidelines for major project
- Use of film clip

Materials & Resources:

- Worksheets
- Notes
- Journals
- Internet
- Student folder
- Project materials
- Art supplies
- Scenario flash cards
- Film clip
- Flip camcorders
- Interview scripts

Assessments:

- Quizzes
- Tests
- Journal entries
- Projects/presentations
- Student generated work
- Rubric tool
- Self-assessment
- Peer assessment