



GREAT NECK PUBLIC SCHOOLS

"Where Discovery Leads to Greatness"

#DiscoverGreatness

Curriculum Profile: Health Education Grade 8

<u>Department</u>	Health Education	
<u>Course Name</u>	Health 8	
<u>Course Length</u>	1 semester	
<u>High School Credits</u>	N/A	
<u>Description</u>	Health Education 8 is a required academic subject for students in 8th grade at north and south middle schools. Students receive a numerical grade with comments on their report cards. Additionally, there is a final assessment in this course. In this class, students learn how to advocate for their health and wellbeing, how to communicate their thoughts and feelings in an appropriate manner, how to make healthy decisions and how to prevent illness and disease. They learn the concepts and skills they need to be healthy for life, including, but not limited to: social and emotional skills, how to set goals for life and good health, how to find and use health services, good communication and relationship skills, how to set boundaries and resist negative social pressure. Lessons are designed by NYS certified Health Education teachers and are age-appropriate and skills-based. Health Education provides students with the knowledge and skills they need to maintain health and wellness throughout their lifetime. The intent of a comprehensive health education program is to motivate students to improve their health, prevent disease, and avoid or reduce health related risk behaviors. Health literate youth have the ability to maintain and enhance personal health and fitness, create safe environments, and manage personal and community resources. Health education provides real life learning experiences with personal applications of scientifically research-based health knowledge and skills in relevant situations. Health Education creates opportunities and experiences that engage and challenge young people to assess, explore, and question their health, while personalizing, adapting and evaluating their learning.	
<u>Target/eligible students</u>	8th grade students	
<u>State Learning Standards Link(s)</u>	New York State Learning Standards for Health, Physical Education, and Family and Consumer Sciences at Three Levels -Standard 1: Personal Health and Fitness—Intermediate Level Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors. Students: • integrate knowledge of basic body systems with an understanding of the changes that accompany puberty • apply prevention and risk reduction strategies to adolescent health problems • demonstrate the necessary knowledge and skills to promote healthy adolescent development • analyze the multiple influences which affect health decisions and behaviors. This is evident, for example, when students: ▲ describe bodily changes that occur during adolescence ▲ demonstrate a variety of problem solving, communication and stress management skills to address health compromising behaviors such as fad dieting, alcohol, tobacco, and other drug use, early sexual involvement and violent behavior ▲ predict how decisions regarding health behaviors have consequences for self and others ▲ describe the interrelationship of social, emotional and physical health during adolescence	

	▲ explain how lifestyle, family history and other factors are related to the cause or prevention of diseases and other health problems. -Standard 2: A Safe and Healthy Environment Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. Students: • assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks • demonstrate personal and social skills which enhance personal health and safety • understand the need for personal involvement in improving the environment. This is evident, for example, when students: ▲ demonstrate conflict management and negotiation skills ▲ analyze how environment and personal health are interrelated ▲ analyze the possible causes of conflict among youth in schools and communities ▲ identify strategies to avoid or reduce threatening peer situations ▲ apply safety rules in situations which have the potential for harm ▲ demonstrate ways to care for and show respect for self and others ▲ demonstrate accurate use of the Heimlich maneuver. -Standard 3: Resource Management Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities. Students: • distinguish between valid and invalid health information, products and services • recognize how cultural beliefs influence health behaviors and the use of health services • demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools • analyze how media and technology influence the selection of health information, products and services • recognize the need to be an advocate for family and community health • demonstrate the ability to access community health services for prevention, illness, and emergency care. This is evident, for example, when students: ▲ explain how community norms contribute to health ▲ identify family and community health issues and propose various solutions to address them ▲ analyze how information from peers influences health decisions and behaviors ▲ explain how the timely use of health care services can prevent premature death and disability ▲ identify community agencies which advocate for healthy families and communities ▲ analyze the consequences of invalid information on the health of individuals, families and communities ▲ analyze cultural influences on health and the use of health services. New York State Guidance Document for Teaching Health Education http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/guidancedocumentfinal1105.pdf National Health Education Standards https://www.cdc.gov/healthyschools/sher/standards/index.htm	
Primary texts and materials		
Scope/Sequence	Standards Addressed	Key Ideas, Terms, and Concepts:

<u>Unit 1: Wellness</u>	1, 2, 3	1. Students will identify and describe the six domains of health. Students will be able to compare and contrast the way different situations will have an impact on each domain. Students will be able to evaluate their own health and set goals to enhance each domain 2. Students will assess personal wellness and create attainable goals 3. Students will define of health and wellness and analyze different health and wellness choices 4. Students will identify the leading causes of death for all Americans and teenagers and ways to prevent these reasons from happening 5. Students will identify basic needs and wants and compare and contrast the two 6. Students will identify factors that affect health and wellbeing and apply that knowledge to their personal health and wellness 7. Students will be able to access healthcare and the professionals associated with healthy living 8. Students will acquire the skills to develop a positive attitude and motivation techniques	
<u>Unit 2: Mental Health</u>	1, 2, 3	1. Students will describe mental health and its effect on a person's overall health 2. Students will identify the differences between mental health concerns and illness 3. Students will define stress and identify stressors for children, teens and adults 4. Students will define anxiety and identify warning signs for anxiety 5. Students will develop and create healthy coping skills for stress, anxiety and depression 6. Students will identify warning signs of depression, manic depressive disorder and bipolar disorder 7. Students will explain the complexities of suicide awareness 8. Students will identify signs of positive and negative body image, the influence the media has on body image and the influence all areas of health have on body image. 9. Students will compare and contrast different eating disorders- obesity, bulimia, anorexia, body dysmorphia and binge eating disorder and identify warnings signs and symptoms for each 10. Students will develop skills to access support at home and school for all mental health concerns 11. Students will develop effective time management and study skills	
<u>Unit 3: Nutrition</u>	1, 2, 3	1. Students will analyze food choices and portion control using My Plate 2. Students will analyze sugar's effect on all areas of health and identify different food products that are high in sugar 3. Students will connect a diet high in sugar to different diseases and make food choices to prevent diseases 4. Students will analyze caffeine's effect on all areas of health and identify different food products that are high in caffeine 5. Students will identify different types of energy drinks and analyze the effect they have on teenagers	

		6. Students will identify the difference between whole food choices and processed foods choices 7. Students will identify the nutrients needed to create a healthy diet 8. Students will make a connection between nutrition choices and diseases 9. Students will have the skills needed to become an informed consumer and identify marketing techniques for fad diets, food products and healthy choices 10. Students will evaluate food labels 11. Students will evaluate personal food choices and make decisions that reflect their personal health and fitness	
<u>Unit 4: Disease Prevention</u>	1, 2, 3	1. Students will compare and contrast the difference between a communicable and noncommunicable disease 2. Students will describe what diabetes is, identify signs and symptoms of the disease and make healthy choices for prevention 3. Students will compare and contrast type I and type II diabetes 4. Students will evaluate current trends for the Coronavirus pandemic 5. Students will describe the function of the heart muscle including knowing the parts of the heart 6. Students will identify the warning signs for heart attack and what to do in an emergency situation 7. Students will describe the difference with heart attack and cardiac arrest 8. Students will evaluate their own heart rate and blood pressure and understand the healthy range for each 9. Students will demonstrate proper technique for hands only CPR 10. Students will demonstrate proper technique for AED 11. Students will identify the school locations for the AED's 12. Students will check an unconscious victim and assess the need for medical assistance/develop an emergency plan 13. Students will identify basic First Aid practices and demonstrate these practices in an emergency situation 14. Students will learn how to Stop the Bleed and be able to apply this knowledge in an emergency situation 15. Students will participate in school safety drills and identify the reasons why we practice these drills in health class and as a school community 16. Students will identify medical terms associated with cancer 17. Students will identify controllable and uncontrollable risk factors for different types of cancer 18. Students will identify carcinogens and describe the negative effect they have on health 19. Students will develop the skills to perform self-examinations for early cancer detection 20. Students will identify and apply ways to prevent skin cancer 21. Students will identify carcinogens found in personal care products and apply that knowledge to their personal care product choices	

		22. Students will advocate for their own health and wellness and describe symptoms they are experiencing to family members, school personal and medical professionals	
<u>Unit 5: Substance Abuse and Addiction</u>	1, 2, 3	1. Students will define the term drug 2. Students will categorize examples of drugs into the four categories- legal, illegal, over the counter and prescription drugs 3. Students will describe the four different ways a drug can enter the body and the effects each of these methods have on the different body systems 4. Students will analyze addiction and the affect the disease has on all domains of health 5. Students will develop resistance skills for peer pressure and substance abuse 6. Students will develop decision making skills for peer pressure and substance abuse 7. Students will classify different drugs into the appropriate drug classification categories- stimulant, depressant 8. Students will understand the laws in Nassau County for social hosting and underage drinking 9. Students will identify tobacco, nicotine, and other inhalant products as well as the effect of using them has on the six domains of health 10. Students will identify vape, juul and hookah drug paraphernalia as well as the effect of using them has on the six domains of health 11. Students will identify gateway drug use and describe the impact that can have on a person's health and wellbeing 12. Students will describe the new NYS laws for using Marijuana and the impact, and or side effects of using them has on the six domains of health	
<u>Unit 6: Relationships</u>	1, 2, 3	1. Students will demonstrate healthy communication skills, both verbal and non-verbal 2. Students will demonstrate healthy conflict management skills for different types of relationships- peer, boy or girlfriend, adult, teacher etc. 3. Students will identify the definition for sexual orientation 4. Students will identify characteristics of healthy and unhealthy relationships 5. Students will develop the skills of personal advocacy and goal setting for relationship management 6. Students will understand consent and be able to apply this knowledge to promote positive communication in relationships and advocating for one's personal morals, values and beliefs 7. Students will understand the NYS laws for sexual harassment and be able to apply these laws when needed to advocate for personal health 8. Students will describe NYS Erin's Law 9. Students will identify the warning signs of dating violence- verbal, physical, emotional and be able to access help in the community	

		10. Students will understand boundaries and be able to apply this knowledge to promote positive communication in relationships and advocating for one's personal morals, values and beliefs	
<u>Unit 7: Human Growth and Development</u>		1. Students will review the different changes that take place for a male and female during puberty and maturation 2. Students will review the signs, symptoms of menstruation and how menstruation and ovulation apply to conception 3. Students will identify the parts of the female reproductive system, anatomy and physiology 4. Students will identify the parts of the male reproductive system, anatomy and physiology 5. Students will define sexually transmitted infection, describe how they are contracted and how to prevent them 6. Students will define and explain HIV/AIDS, definitions associate with the illnesses, transmission and ways to prevent transmission 7. Students will understand the different options available for contraceptive methods, where to access them in the community and the success rate for each 8. Students will define abstinence and describe this this method of contraception is the only 100% way to prevent an unwanted pregnancy or transmission or a STI 9. Students will describe and categorize fetal development and the different stages of pregnancy. 10. Students will identify risks associated with teen pregnancy and apply that knowledge to their own life and how that would affect all areas of health and wellness	
	Adolescence and middle school years are associated with vast changes, both physically and emotionally. We strive to provide the best possible health education experience for our students. As we address common topics, our professional discretion allows for teaching that may evolve from current trends. All courses are taught by NYS certified Health Educators. For more information please reach out to your child's health teacher.		