

Wallenpaupack Area School District Planned Course Curriculum Guide

Wellness Department

**Name of Course
Wellness 8**

Course Description:

The 8th grade health curriculum gives students the opportunity to be exposed to life-long learning topics that will enhance personal wellness.

Revision Date:

1/27/2023

Wallenpaupack Area School District Curriculum	
COURSE: Wellness	GRADE: 8
UNIT 1: Social Skill Development	TIMEFRAME: 5 lessons

PA COMMON CORE/NATIONAL STANDARDS:

10.1.9

A. Analyze factors that impact growth and development between adolescence and adulthood.

- Relationships (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

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)
- Parental support

10.2.9

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

- Tobacco products
- Weight control products

D. Analyze and apply decision making process to adolescent health.

UNIT OBJECTIVES (SWBATS):

- Describe Goal Setting Steps
- Analyze Goal Setting Criteria
- Identify Resources for Support
- Explain Decision Making Model
- Demonstrate Understanding Consequences
- Predict Positive and Negative Consequences
- Demonstrate Personal Responsibility
- Identify Intense Emotions
- Explain Physical Signals of Emotions
- Differentiate Emotion Management Strategies
- Analyze Impact of Emotions on Decisions
- Identify Stress and stressors
- Managing Emotions of Others
- Examine Elements of Communication
- Describe Non-Verbal Communication
- Differentiate Assertive, Aggressive, and Passive Communication
- Define Peer Pressure
- Apply Peer Refusal Strategies
- Demonstrate Assertiveness and Peer Refusal

• Identify Benefits of Positive Peer Groups • Understanding Influence • Describe Healthy Relationship Qualities
INSTRUCTIONAL STRATEGIES/ACTIVITIES: • Note taking • Practice • Cooperative learning • Peer interaction • Modeling • Active participation • Role plays • Discussion
ANCHOR VOCABULARY: • Goal • Personal • Possible • Positive • Specific • Decisions • Stop • Think • Act • Reflect • Emotions • Communication • Assertive speaking • Active listening • Peer pressure • Relationships
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Diagnostic – Pre-Test • Formative – Teacher observation, group work, work book, role play, board games • Summative - Post Test
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): • Demonstration of growth from pre-test to post test scores.
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content) • Appropriate accommodations based on students IEP/504 plans
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.): • Too Good for Drugs Students Workbook • Wayne County Drug Alcohol Representatives • PowerPoint presentation • Role play scripts • Game materials
RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: Wellness	GRADE: 8
UNIT 2: Drug information and Skill Application	TIMEFRAME: 5 lessons

PA COMMON CORE/NATIONAL STANDARDS:

10.1.9

A. Analyze factors that impact growth and development between adolescence and adulthood.

- Relationships (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

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)
- Parental support

10.2.9

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

- Tobacco products
- Weight control products

D. Analyze and apply decision making process to adolescent health.

UNIT OBJECTIVES (SWBATS):

- Describe Short- and Long-Term Effects of Alcohol Use
- Analyze False Expectations of Alcohol Use
- Explain Media Literacy and its Impact on Behavior
- Recognize Misperceptions of Alcohol Use
- Describe Social Impact of Tobacco Use
- Examine Short- and Long-term Effects of Nicotine Use
- Contrast Perceived Norms and Actual Nicotine Use Among Peers
- Analyze Impact of Nicotine Use on Goals
- Explain Effects of Marijuana Use on the Body and Behavior
- Express Consequences of THC Use
- Differentiate Myth vs. Fact Related to THC Use
- Find Accurate Sources of Information
- Describe Harmful Effects of Misuse of Prescription and OTC Drugs
- Analyze Psycho-Social Effects of Abuse
- Identify Effects of Opioid and Stimulant abuse
- Choose Healthy Alternatives to Substance Use
- Risk Analysis
- Predict Outcomes of Risk
- Review Course

- Apply Skills

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Note taking
- Practice
- Cooperative learning
- Peer interaction
- Modeling
- Active participation
- Role plays
- Discussion

ANCHOR VOCABULARY:

- Brain Anatomy
- Prefrontal Cortex
- Hypothalamus
- Hippocampus
- Cerebellum
- Medulla Oblongata
- Nicotine
- Hookah Tobacco
- Cigars
- Dip
- Chewing Tobacco
- Cigarettes
- Electronic Nicotine Delivery System (ENDS)
- Pipe Tobacco
- Short-Term Effect
- Long-Term Effect
- Carcinogen
- Addiction Stages
- Experimental Use
- Pattern Use
- Problem Use
- Addiction
- Tolerance
- Withdrawal
- Marijuana
- THC
- Prescription Drug
- Pain Reliever
- Depressant
- Stimulant
- Over-the-Counter Drug
- Dextromethorphan (DXM)
- Street Drugs
- Methamphetamines
- Cocaine

• Ecstasy • Heroin
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): • Diagnostic - Pre Test • Formative – Teacher observation, group work, work book, role play, board games • Summative - Post Test
EVIDENCE OF MASTERY/Cut Score (Keystone Exam): • Demonstration of growth from pre-test to post test scores.
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