HEALTH GRADE 8

Description

Students will meet one class period each day for one marking period.
Units of study will include Wellness, Family Life, HIV-AIDS, Addiction and Suicide Prevention. These units will be supplemented with technology and research skills. Emphasis will be placed on learning warning signs, symptoms, causes, treatments, and support organizations related to health issues. Class lessons will integrate interactive activities, guest speakers, videos, and health information that offer opportunities for students to assess personal wellness and future health goals.

Course Overview

Essential Questions

- What do I need to know to stay healthy?
- How and where do I find information, products and resources?
- What can I do to avoid or reduce health risks?
- What influences my healthy behaviors and decisions?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?
- How do I use the goal-setting process to improve my health?
- What can I do to promote accurate health information and healthy behaviors?

Content Outline

I. Unit 1 - Wellness
II. Unit 2 - HIV/AIDS
III. Unit 3 - Family Life
IV. Unit 4 - Suicide Prevention
V. Unit 5 - Substance Use/Abuse and Addiction

Standards

State of Connecticut Curriculum Frameworks

Connecticut State Health Standards are met in the following areas:

- ***Core Concepts***
- ***Accessing Health Information and Resources***

	• ***Self-Management of Healthy Behaviors*** • ***Analyzing Internal and External Influences Communication Skills*** • ***Communication Skills*** • ***Decision-Making Skills*** • ***Goal-Setting*** • ***Advocacy***	

Pacing Guide								
Marking Period								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Unit 1 **Wellness** 8-10 days		Unit 2 **HIV/AIDS** 5-7 days		Unit 3 **Family Life** 8-10 days		Unit 4 **Suicide Prevention** 6-8 days		Unit 5 **Substance Use/Abuse and Addiction** 8-10 days

Unit 1 - Wellness, 8-10 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- explain how health is influenced by the growth and interaction of body systems.
- explain how appropriate health care can prevent premature death and disability.
- describe how pathogens, family history, individual decisions and other risk factors are related to the cause or prevention of disease and other health problems.

Self-Management of Healthy Behaviors

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Students will:

- examine personal health status to determine needs.
- apply strategies to improve or maintain personal and family health by examining influences, rules and legal responsibilities that affect decisions.

Goal-Setting

Students will use goal-setting skills to enhance health.

Students will:

- use the goal setting process to enhance health.

Unit Objectives	**Essential Questions**	
Students will be able to: • explain why the focus in health education is on lifestyle and wellness. • identify the basic human needs necessary for good health. • identify the factors that contribute to good health and positive lifestyle choices. • outline factors that affect health behaviors (attitudes, values, perceptions, beliefs and background).	• What do I need to know to stay healthy? • What can I do to avoid or reduce health risks? • How do I use the goal-setting process to improve my health? **Focus Questions** • In what ways are physical, mental and spiritual health interrelated? • What are my personal health needs, strengths and risks?	

• identify how good nutrition and a personal fitness program will contribute to a healthy, attractive self-image. • discuss the eating disorders of anorexia, bulimia, excessive exercising and compulsive overeating. • describe the steps of the decision-making process. • appreciate positive qualities and personal strengths. • identify how the practice of healthy behaviors affects future goals. • understand what heart disease is and the importance of beginning to guard against it at this age. • learn how our choices of nutrition, exercise, and lifestyle can increase or decrease our risk of heart disease. • differentiate factual information from anecdotal reports when researching on the internet. • review the risks on the Internet and how to handle them. • review the negative consequences to online bullying or harassment and the steps to take if harassed on line. • review the steps of effective decision-making. • discuss current events in Health.	• What behaviors can I change to promote better health? • What strategies can I use to be successful in changing my health behaviors? • In what ways does technology affect healthy decisions? • What are Internet risks? • What is online bullying and how do you handle it?	
Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**

Unit 2 – HIV/AIDS, 5-7 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- explain the relationship between positive health behaviors and prevention of injury, illness, disease and premature death.
- identify and discuss causes, modes of transmission, symptoms and prevention methods of communicable and non-communicable diseases (e.g. HIV/AIDS, sexually transmitted diseases, diabetes, cancer, heart disease).

Accessing Health Information and Resources

Students will demonstrate the ability to access valid information and products and services.

Students will:

- analyze the validity of health information and the cost of products and services.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- support a healthy position with accurate information.

Unit Objectives

Students will be able to:

- recognize that transmission (of HIV/AIDS) may be reduced, but not totally eliminated by clear communication between partners, condom use and avoidance of needle sharing.
- identify and compare the differences between HIV and AIDS.

Essential Questions

- What do I need to stay healthy?
- How and where do I find information, products and resources?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- What is HIV/AIDS and how does it impact my health?
- How can I avoid contracting HIV?

Lesson Planning Resources	**Suggested Materials/Resources**	**Skill Objectives**
• Impact of HIV/AIDS on physical, mental and spiritual health • Methods of prevention		Students will: • explain that the only way to eliminate the transmission of HIV and other STIs is to abstain from all forms of sexual intercourse/contact, injected drug use and contact with other people's blood.
Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**

Unit 3 - Family Life, 8-10 days

Standards

Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. Concepts include but are not limited to: human growth and development, community and environmental health, human sexuality, injury and disease prevention, HIV/AIDS, sexually transmitted diseases, mental and emotional health, nutrition and physical activity, and alcohol, tobacco and other drugs.

Students will:

- define abstinence, explain the value of postponing sexual activity, identify the methods of contraception and the effectiveness of each.

Analyzing Internal and External Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health.

Students will:

- examine the influence of family beliefs on personal health behaviors.
- identify and explain how the media may influence behaviors and decisions in regard to sexuality.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce risks.

Students will:

- demonstrate avoidance, refusal and negotiation skills to enhance healthy relationships.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- assess the impact of family, cultural, media and societal messages on one's thoughts, feelings, values and behaviors related to sexuality.

Unit Objectives	**Essential Questions**	
Students will be able to: • understand the terms associated with the reproductive system. • explore and clarify the benefits of a personal and family value system. • discuss dating behaviors in our society and the pressures associated with them (i.e.: date rape). • identify characteristics that are	• What do I need to stay healthy? • What influences my healthy behaviors and decisions? • How can communication enhance my personal health? • What can I do to promote accurate health information and healthy behavior?	

important in a relationship. • review male/female reproductive systems. • identify the consequences of teenage pregnancy. • state that sexual abstinence is an appropriate and healthy choice for adolescents. • recognize the value of self-control in the development of one's sexuality and in the planning for family life. • review the importance of verbal and non-verbal communication skills including reflective listening skills. • list means of positive self-expression and assertiveness. • understand the complicated factors involved in occurrences of sexual harassment. • define Love. • recognize the different kinds of love (familial, romantic, sexual). • understand that love and affection influence our behaviors. • identify the tasks and responsibilities of parenthood and view parenthood as a job. • Explain why it is wrong to tease others based on sexuality (gender, appearance, mannerisms, orientation, gender expression or how one acts or dresses) CC MEH 1.8.32	**Focus Questions** • What are normal physical and emotional changes for males during puberty? • What are normal physical and emotional changes or females during puberty? • What are qualities of a healthy relationship? • What are indications of a negative relationship? • How can communication skills build a healthy relationship? • What are the consequences of teenage pregnancy?	

Lesson Planning Resources	**Suggested Materials/Resources**	**Skill Objectives**

• Male and female reproductive systems
• Physical and emotional changes during puberty
• Abstinence and sexual responsibility
• Healthy relationships
  ○ Qualities of a good relationship
  ○ Difference between love and infatuation
  ○ Signs of a harmful relationship
		Students will:
		• demonstrate positive coping strategies.
		• practice roles and responses from the perspective of various people involved in incidents of sexual harassment.
		• discuss the implications of physical, emotional, and sexual abuse on adolescents.
		• Distinguish between sexual violence facts and myths.
		• Discuss the concept of grooming in sexual violence.
		• Understand the different types of sexual violence.

Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**

Unit 4 - Suicide Prevention, 6-8 days

Standards

Self-Management of Healthy Behaviors

Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.

Students will:

- examine and apply safety techniques to avoid and reduce injury and prevent disease.

Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce risks.

Students will:

- identify ways in which emotions may affect communication, behavior and relationships.
- compare and contrast healthy ways to express needs, wants and feelings.

Decision-Making Skills

Students will demonstrate the ability to use decision-making skills to enhance health.

Students will:

- predict how decisions regarding health behaviors have consequences for themselves and others.

Unit Objectives

Students will be able to:

- identify warning signs of potential suicide ideation.
- discuss the importance of not keeping a suicide threat a secret.
- identify specific responsible adults for suicide referrals.
- identify their personal support system.
- identify specific responsible adults for suicide referrals.
- define stress, stressor, eustress and distress.
- recognize that stress management is one's personal responsibility.
- identify values and messages that students receive from their families.

Essential Questions

- What can I do to avoid or reduce health risks?
- How can communication enhance my personal health?
- How do I make good decisions to keep myself healthy?

Focus Questions

- What are the causes of suicide?
- What are the warning signs of suicide?
- What are the consequences of keeping knowledge about someone's plan to harm themselves or others?
- Where and who can help someone suffering from depression or suicidal thoughts?
- How does stress affect our health?

• identify positive qualities and strengths in classmates.		
Lesson Planning Resources • Causes of suicide • Warning signs of suicide • Responsibility with knowledge of another's plan to harm self and others	**Suggested Materials/Resources**	**Skill Objectives** Students will: • demonstrate positive coping strategies. • locate resources from home, school, and community that provide strategies for prevention of suicide for at risk individuals. • appreciate positive qualities and strengths in him/herself and others.
Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**

Unit 5 - Substance Use/Abuse and Addiction, 8-10 days

Standards

Self-Management of Healthy Behaviors

Students will demonstrate the ability to practice health enhancing behaviors and avoid.

Students will:

- distinguish between safe, risky or harmful behaviors involving themselves and/or others.

Advocacy

Students will demonstrate the ability to advocate for personal, family and community health.

Students will:

- support a healthy position with accurate information.

Unit Objectives

Students will be able to:

- review the harmful effects of tobacco, alcohol and other drugs.
- identify life altering or life-ending consequences which can result from drug use/abuse.
- identify current drug trends and dangers.
- review the dynamics of living in a chemically dependent family.
- review and analyze the stages of chemical dependency.
- review the nature and variety of pressures to use drugs.
- identify updated information about problems with drugs.
- review external and internal pressures and how to resist them.
- understand that resistance is easier if they support each other.
- understand the benefits of non-use and the strategies associated with recovery.
- understand actions students can take to

Essential Questions

- What can I do to avoid and reduce health risks?
- What can I do to promote accurate health information and healthy behaviors?

Focus Questions

- How does drug use/abuse and addiction affect my physical, mental and spiritual health?
- How does addiction impact family and friends?
- What resources are available to get information or help about addiction?
- How can drug use/abuse lead to poor choices which can alter my life, sometimes forever?

quit smoking. • identify how to get help for someone who is chemically dependent. • recognize the dangers of OTC/Prescription drug use without a prescription. • Identify what an endorphin is, the role it plays in our bodies and what activities release endorphins. • Examine opioid use, misuse and dangers to the body. • Understand opioid addiction and recovery		
Lesson Planning Resources • Drug classifications and effects of use and abuse • Stages of addiction (Cycle of addiction) • Addiction's impact on family and friends • Support groups and resources • Real dangers and consequences of drug use/abuse		**Skill Objectives** Students will: • practice the skills to resisting drug use. • dispel the myth that because it is prescribed, it must be safe. • Identify predatory marketing strategies employed by tobacco and e-cigarettes/vape pen industry. • Understand the mechanisms by which the products of e-cigarettes/vape pens enter (or are absorbed) into the body. • Obtain knowledge about the health consequences of using e-cigarettes/vape pens. • To learn about the negative health effects caused by e-cigarette and vape pen use • Explore and understand the appeal of e-cigarettes/vape pens among adolescents in order to counter the appeal. • Learn and practice skills that will allow students to resist e-cigarette/vape pen use. • Obtain accurate knowledge about pod-

		based systems (e.g., JUUL, PHIX, Suorin) and how they are made to work like a cigarette
Technology Resources	**Differentiated Instruction**	**Enrichment/ELL**