

ASD Health Frameworks / 8th Grade Health Curriculum and Pacing Guide

STUDENTS SHOULD KNOW AND BE ABLE TO DO

“Enduring Understandings”				Note: Refer to “Guidelines for Speakers in 8 th Grade Health Classes” when inviting guests into classes.	(See separate document on Moodle for all assessments)
TIME TO COMMIT	WELLNESS	OBJECTIVES	REPRESENTATIVE ACTIVITIES	RESOURCES	ASSESSMENTS
10-15 days	<p>Health is a combination of physical, mental/emotional, and social well-being.</p> <p>Positive health decisions involve facing problems and weighing risks.</p> <p>An important part of good health is being able to face problems and work on finding solutions to them.</p> <p>People who set goals and achieve them feel better about themselves and their lives.</p>	<ol style="list-style-type: none"> 1. Recognize wellness is a balance between healthy physical, mental/emotional and social aspects of life 2. Practice using the steps of decision making to find solutions 3. Practice making an action plan for setting goals 4. Differentiate between unreasonable and reasonable risks 	<ol style="list-style-type: none"> 1.1 Students draw personal health triangle and compare to balanced one 1.2 Personal health inventory 1.3 Values auction 2.1 Decision making role plays 3.1 Write short-term and long-term goals 4.1 4x4 grid for risk assessment 	<p>Books: Adopted text with teacher resources, “Health” by Pruitt et al, 2010 Prentice Hall Publisher</p> <p>Videos: Human Machines - Eyewitness</p>	
TIME TO COMMIT	NUTRITION	OBJECTIVES	REPRESENTATIVE ACTIVITIES	RESOURCES	ASSESSMENTS
10-15 days	<p>A balanced diet contributes to physical and mental health.</p> <p>The USDA Food Pyramid presents relative guidelines for nutrition.</p> <p>Dietary requirements differ for individuals, depending on variables such as age, activity level, weight and overall health.</p>	<ol style="list-style-type: none"> 1. Define key nutritional terminology 2. Identify types of foods in each food group and their nutritional value 3. Interpret nutrition information reflected on food labels 4. Analyze diet for calories consumed vs. calories expended 	<ol style="list-style-type: none"> 1.1 Nutrition Basics 1.2 BMI explanation 2.1 Power point presentations nutrition topics 2.2 Plan a meal with nutrition info. 2.3 Fast food menu with nutrition info. 3.1 Food label reading 3.2 Nutrition label game 4.1 Energy Analysis 4.1.a Use website like caloriesperhour.com to analyze personal caloric intake and balance. 4.2 4th meal: “Walking it off” 	<p>Books: Adopted text</p> <p>Videos: "Dying to be Thin", "Secrets Between Friends", "Look before you eat", " Supersize Me" (family edition)</p> <p>Speakers: Arrange through ASD Community Resources - UA Cooperative Extension, DHSS Obesity Karol Fink</p> <p>Interactive Websites: Caloriesperhour.com, usda.gov, mypyramid.gov</p>	

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TIME TO COMMIT	MENTAL HEALTH	OBJECTIVES	REPRESENTATIVE ACTIVITIES	RESOURCES	ASSESSMENTS
10-15 days	<p>Internal and external influences can affect emotional well-being</p> <p>Mental health disorders are recognizable and treatable conditions</p> <p>Stress is an everyday part of life and appropriate skills and actions are needed to cope with stress</p>	<ol style="list-style-type: none"> 1. Recognize factors that may affect self concept, tolerance and respect for others, and social boundaries 2. Recognize that stress can be positive and negative, and note specific factors contributing to each 3. Identify physiological stress response including defense mechanisms and fight or flight response 4. Demonstrate techniques to modulate stress 5. Recognize anger issues and coping skills 6. Define the most common mental disorders and their symptoms. 7. Identify and react to warning signs of suicide in self and others 	<ol style="list-style-type: none"> 1.0 read Wellness Chapter <ol style="list-style-type: none"> 1.1 "Who Am I" discussions leading to self-ID project 2.1 Decision-making model for social boundary issues <ol style="list-style-type: none"> 2.2 "Emotions" charades 2.3 40 developmental assets internal/external checklist 2.4 'Crossing the line' 3.1 Agree/neutral/disagree classroom discussions <ol style="list-style-type: none"> 4.1 Practice stress management techniques 5.1 Anger self-assessment via floor thermometer <ol style="list-style-type: none"> 5.2 "5 Sense" poem and illustration about 1 emotion 	<p>Books: Adopted text</p> <p>Videos: In the Mix Series – "Depression" Teen Files Flipped-"Bullies, Loners ..." "Truth about Body Image"</p>	
TIME TO COMMIT	DISEASE PREVENTION	OBJECTIVES	REPRESENTATIVE ACTIVITIES	RESOURCES	ASSESSMENTS
5-10 days	<p>Heart Disease, Cancer and Diabetes are the leading causes of death in the U.S.</p> <p>Human beings' impact on the environment can have both positive and negative health consequences.</p> <p>Current health behaviors can positively or negatively affect long-term health.</p>	<ol style="list-style-type: none"> 1. Investigate the functions of the immune system 2. Understand the importance of hand washing and the spread of viruses and bacteria that can cause disease 3. Examine the correlation between environmental health disease and prevention 4. Analyze how lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of heart disease, cancer and diabetes 	<ol style="list-style-type: none"> 1.1 Immune system chapter 1.2 Research specific disease Immune system rap in groups 1.3 Get immune function activity 2. Germ transmission activity – order kit with black light from AV 3. Myths or Facts related to diseases and causes 4. Activities that are heart disease-related are also connected to the nutrition unit 5. Clean up environment "Family Values" homework 	<p>Books: Adopted text</p> <p>Speakers: Request from Community Resources – DHSS on Diabetes/Cancer</p> <p>Videos/DVDs: "Trashed", "Dimming the Sun", "Sun Sense", "Dark Side of the Sun"</p> <p>http://storyofstuff.org/bottledwater/</p>	

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TIME TO COMMIT	MEDIA LITERACY/CONSUMER HEALTH	OBJECTIVES	REPRESENTATIVE ACTIVITIES	RESOURCES	ASSESSMENTS
5 days embedded in other topic areas	<p>Media influences culture and consumerism.</p> <p>Media literate people have power to make informed choices.</p>	<ol style="list-style-type: none"> Investigate consumer health basics with regard to media and government oversight Recognize media types and techniques Utilize the tools of persuasion for personal intent, and to advocate for personal/family and community health Practice skills to analyze and deconstruct media messages Internalize Medias Influence on Global Self Concept and Mental, Social and Physical Health 	<ol style="list-style-type: none"> Consumerism Chapter Basics/Advertisement persuasion Adolescents and social influence reading <ol style="list-style-type: none"> Media Notes matrix questions, answers, discussions NMMLP Understanding Media CD General and Specific Tools of Persuasion Create a "Truth" anti ad. Deconstruct a visual ad. <ol style="list-style-type: none"> NMMLP understanding Media Literacy classroom demonstrations Discussion or 'project' Medias influence on global mental, social and physical health 	<p>Books: Adopted text</p> <p>New Mexico Literacy Project Video, CD Rom, and website www.nmmlp.org</p> <p>Videos/DVDs: "Tough Guise", "Killing Me Softly 2", "Truth about Body Image" "Ad-Libbing It"</p>	
TIME TO COMMIT	NERVOUS SYSTEM	OBJECTIVES	REPRESENTATIVE ACTIVITIES	RESOURCES	ASSESSMENTS
3-5 days	<p>Chemical use can have negative impacts on the nervous system.</p> <p>Chemical abuse (SA) can do permanent damage to the nervous system</p> <p>The nervous system is responsible for your perception of the environment</p>	<ol style="list-style-type: none"> Investigate parts of the central and peripheral nervous system and how they interact Explain psychological and physical addiction Examine how drugs and alcohol interfere with normal neurological transmission Examine the long-term effects of substance abuse of the brain 	<ol style="list-style-type: none"> Read and comprehend concepts related to Nervous System Anatomy and Physiology Color parts of the brain in Anatomy Coloring Book Create nervous system poster Lecture and Draw/Discussion on synaptic transmission and its effect from substance 	<p>Books: Adopted text</p> <p>"Anatomy Coloring Book"</p> <p>Videos/DVDs: "Secrets of the Brain – Teenage Brain" (PBS Series), "Human Machines Eye-Witness", "Adam" CD rom, "Brain Gym" CD rom</p> <p>Websites: www.faculty.washington.edu/chudler/neurok.html www.gslc.genetics.utah.edu</p>	

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TIME TO COMMIT	ALCOHOL/OTHER DRUGS AND TOBACCO	OBJECTIVES	REPRESENTATIVE ACTIVITIES	RESOURCES	ASSESSMENTS
10- 15 days	<p>Misuse of chemicals can cause negative effects on physical, mental, and social health.</p> <p>Appropriate skills and practice are required to exhibit positive health behavior.</p>	<ol style="list-style-type: none"> 1. Recognize stages and risk factors for addiction, which could include heredity, age environmental and family background 2. Understand the definition of chemicals that can be abused include illegal, prescription and over the counter drugs. 3. Analyze how chemical use and abuse can cause long-term physical/ mental/social damage. 4. Demonstrate refusal and avoidance skills 5. Examine possible effects of a person's chemical use on interpersonal relationships and the effect on the developing fetus (FAS/FAE). 	<ol style="list-style-type: none"> 1.1 The House that Crack Built – activity based on book 1.2 Dice Game 2.1 Drug Research 3.1 Emphysema demo - students puts a straw in mouth plug nose and jog. 3.2 Drunk vision goggles. 3.3 Cost of smoking activity – A pack of cigs per day for a week, month, year... 4.1 Refusal skills role plays 4.2 PSA/Story 4.3 Anti/Truth ads. 5.1 FAS/FAE instruction/research 	<p>Books: Adopted text</p> <p>“Activities that Teach” - Tom Jackson</p> <p>Videos/DVDs: Teen Files Flipped Series, “Truth about Alcohol”, “Truth about Drugs”, “Tobacco Truth of Dare”</p> <p>Speakers: Request from Community Resources – Power Teens from AK Youth and Parent Foundation; - Stay on Track National Guard</p> <p>“The House that Crack Built” book by Clark Taylor/Jan Thompson Dicks</p> <p>Website: theantidrug.com</p>	
TIME TO COMMIT	SEXUALITY EDUCATION	OBJECTIVES	REPRESENTATIVE ACTIVITIES	RESOURCES	ASSESSMENTS
20-25 days	<p>Sexuality is an emotional, social, psychological and physical expression of human behavior.</p> <p>Abstinence is the healthiest lifestyle choice for teens.</p> <p>Appropriate skills and actions are needed to build a healthy relationship and avoid an abusive one.</p> <p>Knowledge of the reproductive system, STI's and prevention measures, pregnancy, contraception and fetal</p>	<ol style="list-style-type: none"> 1. Define the biological, social, and psychological aspects of sexuality 2. Identify and label parts and functions of the human reproductive system using biologically correct terms 3. Examine myths related to teen sex and outside influences 4. Recognize signs of abuse in relationships 5. Demonstrate refusal and avoidance skills 6. Evaluate the role of abstinence and 	<ol style="list-style-type: none"> 1. Rural CAP FAS/FAE 2. Anatomy coloring book 3. Examine YRBS data 3.1 Messages and Info About Sexuality 4. STAR brochure 5. Refusal skits. 6. “Crowded Bed” story activity (from “Wait Training”) 6.1 Handshake activity 7. Cost of pregnancy activity and discussion 8. Anonymous question box 	<p>Books: Adopted text</p> <p>Video: “Truth About Sex”</p> <p>STD Slides from the Municipality of Anchorage</p> <p>Speakers: Request from Community Resources - - “Let's Talk” Crisis Pregnancy Center - Health Educator, Planned Parenthood - FAS/FAE – Booth Memorial, Salvation Army - Municipality of Anchorage, Reproductive Health Clinic</p>	

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	development are needed to make positive health enhancing decisions.	contraception in pregnancy and STI prevention 7. Recognize the relationship between risky sexual behavior and the potential for negative outcomes from physical, emotional, social and psychological perspectives			
TIME TO COMMIT	HEALTH CAREERS	OBJECTIVES	REPRESENTATIVE ACTIVITIES	RESOURCES	ASSESSMENTS
3-5 Days embedded	<p>Exploration of career opportunities is informative, enlightening and motivating</p> <p>Career pathway models include options</p> <p>There is breadth and depth to employment opportunities in health careers in AK</p>	<p>1. Explore job interest and preferences in health careers</p> <p>2. Identify education requirements needed for entry and professional jobs in health careers</p> <p>3. Chart a proposed course of action to become employed in the health field. Know at what points changes are most easily made.</p>	<p>1. Students will identify health occupations readily accessible to them now, after HS, with a certificate after 2 years and with 4 or more years of higher ed. This can be done by interviewing a variety of people working in the field</p> <p>2. Students will identify a preferred occupation and trace the required HS career pathway (coursework), list employability attributes, and evaluate their current preparedness. How can they strengthen their position? Create a matrix</p> <p>3. Students will make a poster/presentation that identifies job requirements and training needed to pursuit a specific career in health-related field</p>	<p>Books: Adopted text</p> <p>Internet / computer lab</p> <p>http://www.healthcareers.org/main/students.htm</p> <p>http://www.careers.iptv.org/list_occ_in_path.cfm?pathway_listID=6</p> <p>(Health career video on He/PE website)</p> <p>Guest speakers (UAA Allied Health, Prov. EMT/Paramedics)</p> <p>Clips from popular TV/movies i.e. ER</p>	