

Shrewsbury Borough School
Comprehensive Health and Physical Education in the 21st Century 2012
Health: Grade 8

<p>Topic 1: Personal Growth and Development</p> <p>Objectives:</p> <p>Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.</p> <p>Interpret health data to make predictions about wellness.</p> <p>.</p> <p>Essential Questions:</p> <p>How do personal choices impact our own health as well as the health of others?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will develop a Family Health History Survey Form.</p> <p>Students will write entries related to the topic of Personal Health into their Health Journals.</p> <p>Students will investigate how technology and medical advances impact wellness.</p> <p>.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 3</p> <p>Student Notebooks</p> <p>Student Computers</p> <p>SMART Board</p>	<p>Assessment:</p> <p>Topic Quiz</p>	<p>NJCCCS:</p> <p><u>2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</u></p> <p>2.1.8.A: Personal Growth and Development: Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p> <p>2.1.8.A.1: Assess and apply health data to enhance each dimension of personal wellness.</p> <p>2.1.8.A.3: Relate advances in technology to maintaining and improving personal health.</p>
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<p>Topic 2: Nutrition</p> <p>Objectives:</p> <p>Become aware of the information that is available on food labels regarding foods and their nutritional value.</p> <p>Understand the value of a nutrition plan.</p> <p>Describe healthy ways to lose, gain, or maintain weight.</p> <p>Understand how healthy eating patterns throughout life can reduce the risks of diseases.</p> <p>Essential Questions:</p> <p>What qualities define a food as healthy?</p> <p>How do you determine appropriate portion size?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Using Internet sources, students will design a weekly nutrition plan.</p> <p>Students will analyze food labels from various foods to compare their nutritional value.</p> <p>Students will research healthy lifestyle choices.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 3</p> <p>Student Computers</p> <p>Food labels</p> <p>Nutrition Video</p> <p>SMART Board</p>	<p>Assessment:</p> <p>Assess student-created nutrition plans according to scoring rubric.</p> <p>Assess students' written responses to Nutrition Video.</p>	<p>NJCCCS:</p> <p>2.1.8.B: Nutrition: Eating patterns are influenced by a variety of factors.</p> <p>2.1.8.B.3: Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p> <p>2.1.8.B.4: Analyze the nutritional values of new products and supplements.</p>
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<p>Topic 3: Diseases and Health Conditions</p> <p>Objectives:</p> <p>Understand different types of diseases and health conditions.</p> <p>Recognize various forms of mental illnesses.</p> <p>Analyze local and state public health efforts to prevent and control diseases and health conditions.</p> <p>Essential Questions:</p> <p>To what extent can we keep ourselves disease-free?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will brainstorm to list various health conditions.</p> <p>Students will research various organizations that are responsible for prevention of diseases.</p> <p>Students will use internet sources to analyze their public Health Department.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 3</p> <p>Student Computers</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Topic Quiz</p> <p>Assess students' research on organizations responsible for the prevention of diseases.</p>	<p>NJCCCS:</p> <p>2.1.8.C: Diseases and Health Conditions: The prevention and control of diseases and health conditions are affected by many factors.</p> <p>2.1.8.C.1: Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.8.C.2: Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p>2.1.8.C.3: Analyze the impact of mental illness</p>
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<p>Topic 4: Safety</p> <p>Objectives:</p> <p>Become certified in CPR.</p> <p>Describe and demonstrate strategies to increase personal safety while in public places.</p> <p>Demonstrate first-aid procedures.</p> <p>Essential Questions:</p> <p>Why do we sometimes take risks that can cause harm to ourselves and to others?</p>	<p>Lessons, Activities, and Student Products:</p> <p>CPR Training Program: Students receive a week-long training in CPR, and are assessed for certification.</p> <p>Group Work: Identify a list of public safety issues and suggestions for strategies that increase personal safety.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 3</p> <p>Student Notebooks</p> <p>First Aid Kit</p> <p>CPR Equipment</p> <p>CPR Notebook</p>	<p>Assessment:</p> <p>CPR Training Test</p> <p>CPR Written Test</p>	<p>NJCCCS:</p> <p>2.1.8.D: Safety: Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. Applying first-aid procedures can minimize injury and save lives.</p> <p>2.1.8.D.2: Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.</p> <p>2.1.8.D.3: Analyze the causes and the consequences of noncompliance with the traffic safety system.</p> <p>2.1.8.D.4: Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.</p>
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<p>Topic 5: Social and Emotional Health</p> <p>Objectives:</p> <p>Analyze how culture influences the ways families and groups cope with crisis and change.</p> <p>Recognize situations that may produce stress.</p> <p>Demonstrate healthy ways to manage stress.</p> <p>Essential Questions:</p> <p>How can you learn to like yourself and others?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will prepare a written plan for reducing stress in their lives to a manageable level.</p> <p>Students will participate in a class discussion on cultures and how they influence various situations.</p> <p>Journal Writing: Students write entries in their Health Journals representing their thoughts on, and experiences with, managing stress.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 3</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess student products according to scoring rubric.</p> <p>Topic Quiz</p>	<p>NJCCCS:</p> <p>2.1.8.E: Social and Emotional Health: Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. Stress management skills impact an individual's ability to cope with different types of emotional situations.</p> <p>2.1.8.E.2: Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8.E.3: Explain how culture influences the ways families and groups cope with crisis</p>
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and change.

2.1.8.E.4: Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

<p>Topic 6: Interpersonal Communication</p> <p>Objectives:</p> <p>Analyze the impacts of health messages found in the media.</p> <p>Essential Questions:</p> <p>How do you know whether or not health information is accurate?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will create newspaper/magazine articles about the impact the media has on economic health issues.</p>	<p>Materials:</p> <p>Student Computers</p> <p>Health Magazines</p>	<p>Assessment:</p> <p>Assess student-created articles according to scoring rubric.</p>	<p>NJCCCS:</p> <p><u>2.2: Integrated Skills:</u> <u>All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</u></p> <p>2.2.8.A: Interpersonal Communication: Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p> <p>2.2.8.A.2: Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p>
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<p>Topic 7: Decision Making and Goal Setting</p> <p>Objectives:</p> <p>Identify social situations that may require tough decision making.</p> <p>Understand and discuss how communication skills have been used in dealing with a health issue.</p> <p>Essential Questions:</p> <p>How do I overcome negative influences when making decisions about personal health?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Journal Writing: Students will write entries in their Health Journals that reflect their thoughts and experiences with challenging decision making.</p> <p>Students will participate in group discussions regarding health issues.</p>	<p>Materials:</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess entries in Student Health Journals.</p>	<p>NJCCCS:</p> <p>2.2.8.B: Decision Making and Goal Setting: Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p> <p>2.2.8.B.1: Predict social situations that may require the use of decision-making skills.</p> <p>2.2.8.B.2: Justify when individual or collaborative decision-making is appropriate.</p> <p>2.2.8.B.3: Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p>
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<p>Topic 8: Character Development</p> <p>Objectives:</p> <p>Analyze how working together with people of different abilities and different backgrounds affects our character.</p> <p>Essential Questions:</p> <p>To what extent do outside influences shape values?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will use internet sources to research various cultural backgrounds, assessing cultural responses to individuals with disabilities.</p> <p>Journal Writing: Students will add journal entries that reflect their ideas, opinions, and experiences in recognizing positive character traits.</p>	<p>Materials:</p> <p>Student Computers</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Topic Quiz</p>	<p>NJCCCS:</p> <p>2.2.8.C: Character Development: Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values. Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</p> <p>2.2.8.C.2: Analyze to what extent various cultures have responded effectively to individuals with disabilities.</p> <p>2.2.8.C.3: Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</p>
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<p>Topic 9: Advocacy and Service</p> <p>Objectives:</p> <p>Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.</p> <p>Essential Questions:</p> <p>What are some internal and external health-related behaviors?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Working in small groups, students will develop and defend an opinion on a health issue and present it to the class.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 3</p> <p>Student Computers</p>	<p>Assessment:</p> <p>Assess students' presentations to the class according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.2.8.D: Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.</p> <p>2.2.8.D.1: Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</p> <p>2.2.8.D.2: Defend a position on a health or social issue to activate community awareness and responsiveness.</p>
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<p>Topic 10: Health Services and Information</p> <p>Objectives:</p> <p>Compare and contrast preparation and job requirement for health and fitness careers.</p> <p>Essential Questions:</p> <p>How and where can I find information about fitness services and basic, good health advice?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will use internet resources to research a variety of health services.</p> <p>Students will compile a listing of Health careers and how they differ from fitness careers.</p>	<p>Materials:</p> <p>Student Computers</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess the results of students' research and understanding of the differences between health and fitness careers according to scoring rubric.</p>	<p>NJCCCS:</p> <p>2.2.8.E: Health Services and Information: Potential solutions to health issues are dependent on health literacy and available resources. Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p> <p>2.2.8.E.1: Evaluate various health products, services, and resources from different sources, including the Internet.</p> <p>2.2.8.E.2: Compare and contrast situations that require support from trusted adults or health professionals.</p>
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<p>Topic 11: Medicines</p> <p>Objectives:</p> <p>Identify commonly-used over-the-counter medicines.</p> <p>Compare and contrast potential risks related to misuse of over-the-counter medicines.</p> <p>Essential Questions:</p> <p>What is the difference between prescription and over-the-counter medicines?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Journal Writing: Students will list commonly used over-the-counter medicines after researching and surveying home usage.</p> <p>Students will participate in a discussion on the risks of over-the-counter medicines after gaining information from label warnings and research.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 3</p> <p>Student Computers</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Topic Quiz</p>	<p>NJCCCS:</p> <p><u>2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.3.8.A: Medicines: Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>2.3.8.A.1: Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.</p>
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<p>Topic 12: Alcohol, Tobacco, and Other Drugs:</p> <p>Objectives:</p> <p>Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.</p> <p>Understand, through comparing and contrasting, the physical and behavioral effects of each classification of drugs.</p> <p>Learn how the use of alcohol and other drugs influences decision-making and places one at risk for STDs.</p> <p>Essential Questions:</p> <p>How do I make the right decision in the face of peer, media and other pressure?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will participate in class discussions dealing with the health risks associated with STDs.</p> <p>Students will create computer-generated charts to compare and contrast physical/behavioral effects of each classification of drugs.</p> <p>In small groups, students will investigate health risks related to alcohol and drugs, and report their findings.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 3</p> <p>Student Computers</p> <p>Student Notebooks</p> <p>Brainpop.com</p>	<p>Assessment:</p> <p>Topic Test</p> <p>Assess students' computer generated charts according to scoring rubric.</p>	<p>NJCCS:</p> <p>2.3.8.B: Alcohol, Tobacco, and Other Drugs: There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p> <p>2.3.8.B.5: Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</p> <p>2.3.8.B.6: Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</p> <p>2.3.8.B.7: Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p>
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<p>Topic 13: Dependency/ Addiction and Treatment</p> <p>Objectives:</p> <p>Understand how to describe the effects of substance abuse on the individual, the family, and the community.</p> <p>Learn the theories about dependency such as genetic predisposition, gender-related predisposition, and multiple risks.</p> <p>Essential Questions:</p> <p>Why is drug addiction considered to be a disease?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will create posters depicting warning signs of drug abuse.</p> <p>Journal Writing: Students will add journal entries that describe strategies for quitting substance abuse.</p>	<p>Materials:</p> <p>Student Notebooks</p> <p>Poster Paper</p>	<p>Assessment:</p> <p>Topic Quiz</p> <p>Assess students’ posters according to scoring rubric.</p>	<p>NJCCS:</p> <p>2.3.8.C: Dependency/ Addiction and Treatment: Substance abuse is caused by a variety of factors. The ability to interrupt a drug dependency/ addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</p> <p>2.3.8.C.1: Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.</p> <p>2.3.8.C.2: Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>
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<p>Topic 14: Relationships</p> <p>Objectives:</p> <p>Learn how various cultures date or select life partners.</p> <p>Recognize the signs of an unhealthy relationship and develop strategies to end it.</p> <p>Essential Questions:</p> <p>How do we learn to understand and respect diversity in relationships?</p>	<p>Lessons, Activities, and Student Products:</p> <p>In small groups, students will discuss how cultural backgrounds affect selecting a life partner.</p> <p>Students will participate in class discussions concerning establishment of acceptable criteria for safe dating situations.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 3</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Topic Quiz</p>	<p>NJCCCS:</p> <p><u>2.4: Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</u></p> <p>2.4.8.A: Relationships: The values acquired from family, culture, personal experiences, and friends impact all types of relationships.</p> <p>2.4.8.A.1: Predict how changes within a family can impact family members.</p> <p>2.4.8.A.2: Explain how the family unit impacts character development.</p> <p>2.4.8.A.3: Explain when the services of professionals are needed to intervene in relationships.</p>
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<p>Topic 15: Sexuality</p> <p>Objectives:</p> <p>Analyze how certain behaviors place one at a greater risk for HIV, AIDS, STDs, and unintended pregnancy.</p> <p>Discuss topics regarding sexual health history.</p> <p>Essential Questions:</p> <p>Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?</p> <p>What determines a person's orientation?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will participate in class discussions on sexuality.</p> <p>Students will view and respond to information presented in a video on sexuality.</p> <p>Students will create computer-generated charts to list strategies for reducing risks for contracting STDs.</p>	<p>Materials:</p> <p>Glencoe Teen Health Course 3</p> <p>Student Computers</p> <p>Student Notebooks</p> <p>SMART Board</p>	<p>Assessment:</p> <p>Assess student response sheet for Video on sexuality.</p> <p>Topic Quiz</p>	<p>NJCCCS:</p> <p>2.4.8.B: Sexuality: Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns. Responsible actions regarding sexual behavior impact the health of oneself and others. Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. Early detection strategies assist in the prevention and treatment of illness or disease.</p> <p>2.4.8.B.1: Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</p>
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<p>Topic 16: Pregnancy and Parenting</p> <p>Objectives:</p> <p>Learn to identify effective parenting strategies and resources for help with parenting skills.</p> <p>Understand the signs and symptoms of pregnancy.</p> <p>Understand short- and long-term impacts of pregnancy.</p> <p>Essential Questions:</p> <p>How do you know you are ready to have a child?</p> <p>What steps should a pregnant woman take to care for herself and her developing child?</p>	<p>Lessons, Activities, and Student Products:</p> <p>Students will view and respond to information presented in a video on pregnancy and parenting.</p> <p>Students will participate in class discussions on pregnancy and parenting.</p> <p>Journal Writing: Students will create entries reflecting their knowledge of the signs and impact of pregnancy.</p>	<p>Materials:</p> <p>SMART Board</p> <p>Student Notebooks</p>	<p>Assessment:</p> <p>Assess student response sheets for the video on pregnancy and parenting.</p> <p>Note student participation in class discussions.</p> <p>Assess accuracy of listing signs and impact of pregnancy.</p>	<p>NJCCCS:</p> <p>2.4.8.C: Pregnancy and Parenting: Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one’s life and the lives of others.</p> <p>2.4.8.C.1: Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</p> <p>2.4.8.C.2: Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.</p> <p>2.4.8.C.3: Determine effective strategies and resources to assist with parenting.</p> <p>2.4.8.C.4: Predict short- and long-term impacts of teen pregnancy.</p>
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				2.4.8.C.5: Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
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