

Grade 8 Health Course Overview

Content Area: **Health**
Course(s): **HEALTH 8**
Time Period:
Length: **Half Year**
Status: **Published**

Cover

EAST BRUNSWICK PUBLIC SCHOOLS

East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

Health

Grade-8

Course Number:2730

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Course Adoption: 4/21/86

Curriculum Adoption: 9/02/04

Course Overview

The purpose of the eighth grade health course is to expand on their of health information that the student will use throughout their life. It is a crucial point in the development of the student to create a base for healthy lifestyle practices including: proper diet, exercise habits, leadership skills, and refusal skills. The student will also be informed of the risk factors of an unhealthy lifestyle including: tobacco products and their effects on the human body, alcohol and its effect on the human body, as well as other drugs. The students will explore medicines, perscriptions and dependancy. The students will also undergo an intricate family life unit that will inform the student on the anatomy and physiology of the reproductive systems as well as other risk factors to a healthy lifestyle in this area. The students will develop a sense of self-worth and personal responsibility in this health class. We will establish this foundation by relating these new ideas with the concepts the student is learning in other areas of education such as Math, Science, Language Arts, Career Education and Consumer/Family/Life Skills.

Any student whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education or sex education is in conflict with his conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course. The student will be given an alternative health project to complete the requirement of the course. Please see the district website under Health Curriculum for more information.

Textbooks and Other Resources

COURSE RESOURCES

a. TEXTBOOKS:

- Greenberg, Jerrold, Et Al; Health 8 Holt, Rinehart and Winston. All rights reserved. Published 1999 U.S.A.

- Second Step Program, Committee for Children, 3rd edition, 2002

Choosemyplate.gov

Supertracker.gov

Webmd.com

www.who.int

www.cdc.gov

www.nih.gov

Drugfreeworld.org

Nutritionfacts.org

Unitedstreaming.com

Redcross.org

Heartassociation.org

<http://www.wakehealth.edu/Drive-Thru-Diet/>
<http://www.bmi-calculator.net/bmr-calculator/>
<http://www.nhlbi.nih.gov/guidelines/obesity/BMI/bmicalc.htm>
http://kidshealth.org/teen/food_fitness/dieting/bmi.html
<http://www.alcoholscreening.org/>
<http://www.prevention.com/caloriecalc/0,5719,s1-4-121-48-1158-1,00.html>
<http://www.prevention.com/dailycaloriecalc/0,5869,s1-4-121-48-0-1,00.htm>
<http://www.ntwrks.com/~mikev/chart1.html>
<http://www.collegedrinkingprevention.gov/students/default.aspx>
<http://www.nj.gov/lps/hts/alcohol.html>
<http://www.nj.gov/lps/hts/alcohol.html>
<http://www.redcross.org/services/hss>
<http://health.discovery.com/tools/calculators/alcohol/alcohol.html>
<http://www.cancer.org/docroot/home/index.asp>

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Standards

HPE.2.1.8.A.1	Assess and apply Health Data to enhance each dimension of personal wellness.
HPE.2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
HPE.2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
HPE.2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
HPE.2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
HPE.2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
HPE.2.1.8.B.4	Analyze the nutritional values of new products and supplements.
HPE.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.
HPE.2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
HPE.2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
HPE.2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
HPE.2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
HPE.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.
HPE.2.1.8.D.CS1	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.

HPE.2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
HPE.2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
HPE.2.2.8.D	Advocacy and Service
HPE.2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
HPE.2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
HPE.2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
HPE.2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
HPE.2.4.8.C.3	Determine effective strategies and resources to assist with parenting.
HPE.2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
HPE.2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

Scope and Sequence

COURSE SCOPE AND SEQUENCE

Sequential Unit Description	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Proficiency (Summative) Assessments
Unit I: <u>Nutrition</u>	2.1.8.B.1 (M)	1	8-10	Test and/or research project
Essential THEME: The Big Picture: There are many short and long term health benefits and risks associated with nutritional choices. By teaching children healthy eating habits you can keep them at a healthy weight. Also, the eating habits children learn when they are young will help them maintain a healthy lifestyle when they are adults. Eating habits developed during childhood have the potential to last a lifetime: the long-term benefits of ensuring children eat nutritious meals every day will last years after they have graduated.	2.1.8.B.2 (M) 2.1.8.B.3 (M) 2.1.8.B.4 (M) 8.1.8.E.1 (R)			
Essential Question: Which influences guide our eating habits? How can we make more of a nutritional balance in our diet plan? How do you determine appropriate portion sizes? Why are some foods healthier than others? How does eating healthy help keep our body systems running effectively? What are some benefits and risks with				

your food choices? What are healthy ways to maintain or lose weight? What are unhealthy ways to lose weight? What are risks with losing weight in an unhealthy way?

Unit II: Personal Health and Developmental Health 2.1.8.A.2 (M) 1 3-4

Essential THEME: The Big Picture: Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. An individual's health at different life stages is dependent on heredity environmental factors and lifestyle choices.

2.1.8.A.3 (M)
2.1.8.A.4 (M)

Project- self evaluation

Essential Question: How is personality and physical traits formed? What affects our personal development as a person physically? What affects our personal development as a person mentally? How can our environment affect our development? Where can we find factual information using the internet?

2.1.8.D.1- (M)

Unit III: Social and Emotional Health

2.1.8.E.1 (M) 1 3-4

Unit 2 - Test and/or project

Essential THEME: The Big Picture: Social and Emotional health impacts all components of wellness. Developing self esteem, resiliency, tolerance and coping skills helps supports a person's ability to gain that level of wellness.

2.1.8.E.4 (M)

There are many things that cause stress in this world, and students need to learn management skills. These stress management skills impact a person's ability to cope with different types of emotional stress.

2.2.8.C.1
2.2.8.C.2
2.2.8.C.3

Essential Question: How can you learn to like yourself and others? What are stressors for you and other young adults? How does our body react physically, mentally, and behaviorally from stressors? What happens if we do not learn to manage our stress? What are coping skills, and how do people use them with stressful issues? What are some stress management techniques?

2.4.8.A.1
2.4.8.A.2
2.4.8.A.3

Unit IV: Alcohol, Tobacco and Other Drugs

2.3.8.B.1 (M) 2 10-12

Unit - 7 Test and/or research project

Essential THEME: The Big Picture: There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors. Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.

2.3.8.B.2 (M)
2.3.8.B.3 (M)
2.3.8.B.5

Essential Question: Why do people choose to use

(M)

alcohol, tobacco and other drugs when they are aware of the detrimental effects? How is one to make the “right” decisions in the face of peer, media and other pressures? What are the different categories of drugs? What are the physical and behavioral effects of the commonly abused drugs of young adults? What is the impact alcohol and other drugs have on the body? How does alcohol/substance abuse affect your decision making skills? What are some health risks associated with inject drug use? What are legal consequences for use, sale, and possession of alcohol or other illegal drugs?	2.3.8.B.6 (M)			
	2.3.8.B.7 (M)			
	2.1.8.D.3 (M)			
	2.2.8.A.2 (M)			
	2.2.8.B.1 (M)			
	2.2.8.B.2 (M)			
	2.2.8.B.3 (M)			
	2.2.8.B.4			
	2.2.8.B.8			
<u>Unit V: Medicines/ Dependency/Addiction and Treatment</u>	2.3.8.A.1 (M)	2	3	Unit 8 - Test
Essential THEME: The Big Picture: 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. There are common indicators, stages and influencing factors of chemical dependency. Interrupting a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.	2.3.8.A.2 (M)			and/or research project
	2.3.8.B.1 (M)			
	2.3.8.B.2 (M)			
	2.3.8.C.1 (M)			
Essential Question: What are the differences between over the counter, prescription, and herbal medications? Why do some need a doctor’s approval? What are some therapeutic effects and potential risks for over the counter, prescription, and herbal medications? What is the difference between use, misuse, and abuse of drugs? Why does one person become an addict and another does not? What is the difference between physically and psychologically dependent? Who is at greater risk for addiction? Who gets affected from the substance abuse? What is intervention? What are some intervention strategies that assist family and friends to cope with the impact of substance abuse?	2.3.8.C.2 (M)			

Unit VI: <u>Sexuality</u>	2.4.8.B.2 (M)	2	3-4	Unit 6 - Test and/or project
Essential THEME: The Big Picture: External pressures and opportunities that present themselves may influence a person to become sexually active.	2.4.8.B.3 (M)			
Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. Young adults need to learn responsible actions regarding sexual behavior, and how it impacts the health of oneself and others (unintended pregnancies, HIV/AIDS, STI's).	2.4.8.B.4 (M) 2.4.8.A.4 2.4.8.A.5			
Essential Question: Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?	2.4.8.A.6 2.4.8.B.1			
What is abstinence? What the benefits for being abstinent? What are some strategies to resist the pressures for becoming sexually active? What are forms of contraception used by young adults?	2.4.8.B.5 2.4.8.C.1			
What are factors that may influence their decisions? What are certain behaviors that put one at greater risk for unintended pregnancies, STI's, and HIV/AIDS?	2.4.8.C.2 2.4.8.C.3 2.4.8.C.4			
Unit VII: <u>Diseases and Health Conditions</u>	2.4.8.C.5 2.1.8.C.1 (M)	1	10	Unit 5 - Test and/or project
Essential THEME: The Big Picture: There are many factors that affect health conditions in people's lives. Students need to learn not only what the conditions are amongst young adults, but the methods of prevention as well. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.	2.1.8.C.2 (M) 2.1.8.C.3 (M) 2.4.8.B.6			
Essential Question: To what extent can we keep ourselves disease free? What are some health conditions and diseases that young adults can acquire? How does our state and nation help control and prevent these health conditions and diseases? What are mental illnesses? How can mental illnesses affect a person's life?				
Unit VIII: <u>First Aid and Safety</u>	2.1.8.D.1 (M)	1	8-10	Unit 4 - Test and/or project
Essential THEME: The Big Picture: One must be aware of the environment and take safety precautions that can reduce the risk of injury to oneself and others. Being able to learn first aid procedures can minimize injury and save lives.	2.1.8.D.2 (M) 2.1.8.D.4 (M)			

Essential Question: What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves and others? What are some strategies that could help one's safety in public places? What do can you do when one's safety is compromised?

How do you assess a victim? What are basic first aid procedures for bleeding wounds, burns, poisons, head trauma, shock, and fractures?

Unit IX: Advocacy and Service

2.2.8.D.1
(M)

1

2

Project

Essential THEME: The Big Picture: 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. Leadership and advocacy promote persona and community wellness and impact society as a whole.

2.2.8.D.2
(M)

Essential Question: How can you inspire others to address health issues? What are some volunteer activities that can help impact society as a whole?

Unit X: Health Services and Information

2.2.8.E.1
(M)

1

1-2

Unit 10 - Test

Essential THEME: The Big Picture: Potential solutions to health issues are dependent on health literacy and available resources. Students need to find how learn about prevention, early detection, and treatment of health problems from different sources. It is important that young adults realize how to communicate to trusted adults and professionals to help assists in the prevention and care of health situations

2.2.8.E.2
(M)

Essential Question: Where do I go to access information about good health and fitness services?

Grading and Evaluation Guidelines

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Average Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

Grading Procedures – Health Education

- The final course proficiency grade will be the average of the two marking period grades aligned with NJSLs. The course breakdown will be as follows:

- 10% Homework,
- 30% Classwork/Quizzes,
- 30% Class participation,
- 30% Tests/Projects.

Unit assessments, delineated for each unit, will include such measures as:

- Written and Performance Measures of proficiency objectives (coded to NJSLS)
- Records of oral/written participation in classroom discussions related to unit objectives
- Records of achievement of lesson objectives (i.e. quizzes, relevant homework)

COURSE EVALUATION Course achievement will be evaluated based on the percent of all pupils who achieve the minimum level of proficiency (final average grade) in the course. Student achievement levels above minimum proficiency will also be reported. Final grades, and where relevant mid-term and final exams, will be analyzed by staff for the total cohort and for sub-groups of students to determine course areas requiring greater support or modification.

In Health the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

Other Details

CONTENT FOCUS AREA AND COURSE NAME

Health 8

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
2730	050	A	9	1.25	210	R	04/21/86

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJSLS Standard		NJSLS Standard		NJSLS Standard	
1. Visual and Performing Arts		5. Science	S	9. 21 st Century Life and Careers	S
2. Health and Physical Education	P	6. Social Studies			
3. Language Arts Literacy		7. World Languages			
4. Mathematics		8. Technology Literacy	S		

