

# Unit 1: Physical/Mental Health III (8)

Content Area: **Health**  
Course(s): **Health and Physical Ed**  
Time Period: **1 marking period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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Students in 8th grade are in the middle of puberty. Their mind and bodies are growing and being influenced by a number of factors around them. In this unit, students will look at impact that sexual activity can have on their current and future lives, the positive effect of a healthy diet on the mind and body, how to make responsible decisions for themselves to eliminate the chance of health risks in their future, how to use health data to develop a personal fitness plan, understand the benefits of regular physical activity, and learn about infectious and noninfectious disease.

## Transfer

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Students will be able to independently use their learning to...

- make responsible decisions about their mind and bodies to eliminate the chance of health risks in their future.

## Meaning

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## Understandings

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Students will understand...

- consequences of sexual activity.
- the stages of pregnancy.
- how to protect themselves from becoming pregnant or contracting a sexually transmitted disease.
- the importance of having a healthy balanced diet, healthy body image, and the negative effects of eating

disorders.

- behaviors that increase the risk of contracting infectious diseases and how these diseases affect their bodies.
- risk factors associated with noninfectious diseases, ways to prevent noninfectious diseases, and treatment of noninfectious diseases.
- the short and long term benefits of regular physical activity
- personal fitness plans and its effectiveness

## **Essential Questions**

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Students will keep considering...

- How do I continue to develop and maintain my overall wellness?
- What influences my eating patterns?
- How can my decisions now affect my decisions and goals later in life?
- How can my personal health data help me overall wellness?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- how to create a diet based on their dietary needs
- the negative effects of eating disorders

- how to maintain a healthy body image
- the stages of pregnancy
- how to prevent pregnancy
- how to decrease the risk of contracting infectious diseases and how these diseases affect their bodies
- risk factors associated with noninfectious diseases and how to prevent contraction of these diseases
- short and long term benefits of regular physical activity
- how to develop and implement a personal fitness plan

### **Students will be skilled at...**

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Students will be skilled at...

What discrete skills and processes should students be able to use?

- identifying changes in the body during puberty
- creating a personalized diet based on their dietary needs
- identifying warning signs of eating disorders
- building a positive body image
- explaining how the male and female reproductive system works
- decreasing the risks of contracting infectious diseases
- identifying the negative effects of infectious and noninfectious diseases
- identifying the short and long term effects of regular physical fitness
- developing and implementing a personal fitness plan

### **Academic Vocabulary**

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nutrients

carbohydrates

dietary fiber

protein

fats

saturated fats

unsaturated fats

vitamin minerals

ditary guidelines

MyPlate food guidance system

body composition

body mass index (BMI)

obesity

body image

eating disorders

anorexia nervosa

bulimia

fitness

exercise

physical activity

aerobic exercie

anaerobic exercise

pulse

intensity

FITT

target heart rate

communicable diseaase

pathogens

influenza

mononucleosis

conjunctivitis

sexually transmitted infections (STI)

chlamydia

gonorrhea

syphilis

genital herpes

human Papillomavirus (HPV)

abstinence

human immunodeficiency virus (HIV)

acquired immunodeficiency syndrome (AIDS)

HIV-positive

noncommunicable diseases

heart attack

stroke

cancer

diabetes

vaccine

human life cycle

adolescence

puberty

tetosterone

estrogen

reproductive system

ovulation

menstruation

fertilization

prenatal development

zygote

embryo  
fetus  
abstinence  
contraception  
barrier methods  
hormonal methods  
sterilization  
sexuality  
gender  
gender roles  
gender identity  
transgender  
sexual orientation  
homophobia

## **Learning Goal 1**

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Students will compare and contrast the various forms of birth control and evaluate their effectiveness in preventing unwanted pregnancy and STDs.

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|---------------|--|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee.  |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being.  |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason.   |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions.  |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation.   |
| 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.2.4.8.B.1 | Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.          |

|                 |   |
|-----------------|---|
| HPE.2.4.8.B.2   | Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.                   |
| HPE.2.4.8.B.3   | Compare and contrast methods of contraception used by adolescents and factors that may influence their use.                         |
| HPE.2.4.8.B.4   | Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.                               |
| HPE.2.4.8.B.CS3 | Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all. |

## **Target 1**

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Students will identify different birth control methods.

## **Target 2**

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Students will compare and contrast the effectiveness of different birth control on preventing pregnancy and STDs.

## **Target 3**

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Students will explain the benefits of practicing continuous abstinence.

## **Learning Goal 2**

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Students will identify the benefits of having a balanced diet, healthy body image, and the negative effects of eating disorders.

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|---------------|---|
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee.   |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being.   |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason.  |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions.   |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation.  |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them.  |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management.   |
| 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. |

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|---------------|---|
| 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.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. |

## **Target 1**

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Students will identify the benefits of eating a healthy diet.

## **Target 2**

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Students will create a diet based on their personal dietary guidelines.

## **Target 3**

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Students will describe strategies for maintaining a healthy body image.

## **Target 4**

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Students will explain the harmful effects of eating disorders to the body.

## **Learning Goal 3**

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Students will differentiate between sexual orientations and evaluate the challenges associated with homophobia.

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being.                                |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |



|                 |  |
|-----------------|--|
| CRP.K-12.CRP9   | Model integrity, ethical leadership and effective management.  |
| 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.2.2.8.E.2   | Compare and contrast situations that require support from trusted adults or health professionals.  |
| HPE.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.          |
| HPE.2.4.8.B.5   | Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.   |
| HPE.2.4.8.B.6   | Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.                  |
| HPE.2.4.8.B.CS1 | Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.  |
| HPE.2.4.8.B.CS2 | Responsible actions regarding sexual behavior impact the health of oneself and others.   |

### **Target 1**

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Students will identify various sexual orientations.

### **Target 2**

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Students will evaluate the challenges associated with homophobia.

### **Target 3**

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Students will reflect on self esteem and the impact it has on personal health.

### **Learning Goal 4**

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Students will compare and contrast the stages of pregnancy and analyze the impact on the parents' overall health.

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee.           |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills.                      |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being.                   |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason.                  |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation.                                |

|                 |  |
|-----------------|--|
| CRP.K-12.CRP8   | Utilize critical thinking to make sense of problems and persevere in solving them.   |
| CRP.K-12.CRP9   | Model integrity, ethical leadership and effective management.  |
| 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.2.4.8.C.1   | Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.  |
| HPE.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. |
| 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.   |
| HPE.2.4.8.C.CS1 | Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.  |

### **Target 1**

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Students will evaluate the impact of family history, genetics, personal health practices and environment on human development.

### **Target 2**

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Students will summarize the signs and symptoms of pregnancy.

### **Target 3**

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Students will distinguish physical and mental changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.

### **Target 4**

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Students will analyze the consequences of teen parenthood on their personal health.

### **Learning Goal 5**

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Students will identify behaviors that increase the risk of contracting infectious diseases and how these diseases

affect their bodies.

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| CRP.K-12.CRP1   | Act as a responsible and contributing citizen and employee.   |
| CRP.K-12.CRP3   | Attend to personal health and financial well-being.   |
| CRP.K-12.CRP4   | Communicate clearly and effectively and with reason.  |
| CRP.K-12.CRP5   | Consider the environmental, social and economic impacts of decisions.   |
| CRP.K-12.CRP6   | Demonstrate creativity and innovation.  |
| CRP.K-12.CRP8   | Utilize critical thinking to make sense of problems and persevere in solving them.  |
| CRP.K-12.CRP9   | Model integrity, ethical leadership and effective management.   |
| HPE.2.1.8.A.CS1 | Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.  |
| 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.2.2.8.E.2   | Compare and contrast situations that require support from trusted adults or health professionals.   |
| HPE.2.3.8.A.CS1 | 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.   |

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### Target 1

Students will explain why communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

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### Target 2

Students will describe why developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

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### Target 3

Students will evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults.

## Target 4

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Students will analyze local, state, national and international public health efforts to prevent and control diseases and health conditions.

## Learning Goal 6

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Students will identify risk factors, prevention methods, and treatments associated with noninfectious diseases.

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee.   |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being.   |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason.  |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions.   |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation.  |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them.  |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management.   |
| 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.2.2.8.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.2.3.8.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.  |
| HPE.2.3.8.A.2 | Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.  |

## Target 1

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Students will examine the risk factors associated with different noninfectious diseases.

## Target 2

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Students will examine prevention methods to reduce the risk of contracting a noninfectious disease.

### **Target 3**

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Students will identify treatment methods associated with different noninfectious diseases.

### **Summative Assessment**

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Quizzes

Tests

Projects

### **Formative Assessment and Performance Opportunities**

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Worksheets

Observations

Think/Pair/Share

Academic Games

Self-reflections

### **Accommodations and Modifications**

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- \* Modifications as per IEP/ 504 plans
- \* Google classroom resources (powerpoint, guided notes)
- \* Small group activities
- \* Reteaching opportunities in textbook
- \* Directed reading
- \* Inclusion strategies in textbook
- \* Motivating activities in textbook

## Unit Resources

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Textbook

Laptops

Topic Related Videos

Topic Related Worksheets

MyPlate.gov

cdc.gov

kidshealth.org

Brain Pop

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Pregnancy <https://www.brainpop.com/health/geneticsgrowthanddevelopment/pregnancyandfetaldevelopment/>

- Babies <https://www.brainpop.com/health/geneticsgrowthanddevelopment/babies/>

- Parenthood <https://www.brainpop.com/health/geneticsgrowthanddevelopment/parenthood/>

- Harvey Milk <https://www.brainpop.com/socialstudies/famoushistoricalfigures/harveymilk/>

- Pride 2020 <https://www.brainpop.com/socialstudies/news/pride2020/>

- Sex Determination <https://www.brainpop.com/health/geneticsgrowthanddevelopment/sexdetermination/>

Teen Health

- Self esteem

makeover [https://classroom.kidshealth.org/classroom/6to8/personal/growing/selfesteem\\_handout1.pdf](https://classroom.kidshealth.org/classroom/6to8/personal/growing/selfesteem_handout1.pdf)

- Refusal

Skills [https://classroom.kidshealth.org/classroom/6to8/personal/growing/peer\\_pressure\\_handout2.pdf](https://classroom.kidshealth.org/classroom/6to8/personal/growing/peer_pressure_handout2.pdf)

- Empathy [https://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy\\_handout1.pdf](https://classroom.kidshealth.org/classroom/6to8/personal/growing/empathy_handout1.pdf)

- Birth Control <https://teenshealth.org/en/teens/sexual-health/contraception?ref=search>

Youtube

- Fertilization [https://www.youtube.com/watch?v=\\_5OvgQW6FG4#t=14.074813](https://www.youtube.com/watch?v=_5OvgQW6FG4#t=14.074813)

- LGBT 101 <https://www.youtube.com/watch?v=DE7bKmOXY3w>

