

Wilson Area School District Planned Course Guide

Title of planned course: Health Education

Subject Area: Health

Grade Level: 8th Grade

Time/Credit for this Course: 2 classes/week, 36 weeks

Curriculum Writing Committee: Mike Falcone
Anne Skutches
Nancy Thomas
Brandon Tigar

Curriculum Map

<u>August-</u>	Health Introduction
<u>September-</u>	Health Introduction Bullying LifeSkills
<u>October-</u>	LifeSkills
<u>November-</u>	Fitness
<u>December-</u>	Nutrition
<u>January-</u>	Nutrition 1 st Aid/CPR
<u>February-</u>	1 st Aid/CPR
<u>March-</u>	STI's Personal Health
<u>April-</u>	Personal Health
<u>May-</u>	Personal Health
<u>June-</u>	Personal Health

Wilson Area School District Planned Course Materials

Course Title: Health Education

Teacher Resources:

Activities That Teach
Community Agencies and Organizations
Comprehensive Health for the Middle Grades Series
Discovering Me
Discovery Ed: United Streaming Website
Food Inc. DVD (2008)
Food Matters DVD (2008)
Frontline: The Age of AIDS DVD (2006)
Glencoe Health Teacher Edition
Gum In My Hair: How to Cope with a Bully DVD (2002)
Health and Wellness
Health Teacher's Book of Lists
Internet
Life Skills Workbook
Musculoskeletal Anatomy Coloring Book
Patricia Rizzo Toner's Just for the Health of It Series
Secrets of Body Language DVD (2009)
Sexuality and Character Education, K-12
Supersize Me DVD (2004)
Teacher Acquired Materials
Teacher Generated Materials
Teaching Today's Health
The Future of Food DVD (2004)
Think, Choose, Act Healthy
Tools for Teaching Health
Totally Awesome Health
Waste of Candy DVD (2006)

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Introduction

Time frame: 3 classes

State Standards: 10.1.9.A, 10.1.9.D, 10.2.9.D

Essential content/objectives: At end of the unit, students will be able to:

- Understand the rules and procedures of the class
- Get to know the students and teacher

Extensions:

- Student input to activities

Remediation:

- Adaptations specific to students' needs

Instructional Methods:

- Lecture
- Notes
- Group work

Materials & Resources:

- Worksheets
- Notes
- Journals
- Waste of Candy DVD
- Internet
- Student folder
- Art supplies
- Scenario flashcards
- Rating sheets

Assessments:

- Introduction activities

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Bullying Review

Time frame: 2 classes

State Standards: 10.3.9.A, 10.3.9.C

Essential content/objectives: At end of the unit, students will be able to:

- Analyze individual's responsibility for safe practices in school
- Analyze individual's self-protection skills
- Analyze and apply conflict resolution techniques

Extensions:

- Conduct a survey throughout school to gather statistical data regarding bullying

Remediation:

- Adaptations specific to students' needs
- Student conferencing

Instructional Methods:

- Direct instruction
- Review
- Student discussion groups
- Presenting guidelines for short film piece on bullying

Materials & Resources:

- Worksheets
- Notes
- Journals
- DVD
- Internet
- Student folder
- Magazines
- Newspapers
- Art supplies
- Flip camcorders from IU 20

Assessments:

- Quizzes
- Tests
- Journal entries
- Student folder
- Group work
- Peer assessment
- Self assessment
- Video presentation
- Rubric tool

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Life Skills

Time frame: 12 classes

State Standards: 10.1.9, 10.2.9, 10.3.9

Essential content/objectives: At end of the unit, students will be able to:

- Apply appropriate decision making skills to real life scenarios
- Manage emotions and anger, and deal with them appropriately
- Develop appropriate social skills

Extensions:

- Supplemental activities outside the Life Skills Program

Remediation:

- Adaptations specific to students' needs
- Emphasize important information

Instructional Methods:

- Life Skills workbook
- Direct instruction
- Notes
- Worksheets
- Group work
- Pairing
- Learning stations
- Visuals for explanation and demonstration

Materials & Resources:

- Life Skills Resources
- Notebooks
- Journal
- Worksheets
- Recording sheets for group work
- Materials needed for learning stations
- Art supplies
- Internet
- Student folders

Assessments:

- Pre/Post Test
- Quizzes
- Tests
- Journal entries
- Student folder/notebook
- Projects and presentations
- Group participation
- Rubric tool
- Self-assessment
- Peer assessment

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Physical Fitness

Time frame: 8 classes

State Standards: 10.1.9.A, 10.1.9.E, 10.2.9.A, 10.2.9.B, 10.2.9.C

Essential content/objectives: At end of the unit, students will be able to:

- Analyze factors that impact growth and development between adolescence and adulthood
- Analyze how personal choices can impact health maintenance and disease prevention
- Identify and describe health care products and services that can impact adolescent health practices
- Describe cardiorespiratory fitness, muscular strength/endurance, and flexibility and demonstrate examples
- Evaluate existing physical fitness programs
- Design a personal fitness program
- Identify strategies for increasing physical activity
- Identify appropriate strategies for maintaining healthy weight and fitness

Core Activities: Students will participate in:

- Create a Log and evaluate
- Create a personal fitness program
- Create a game emphasizing a specific skill or component of fitness
- Family history journal
- Research a current fitness trend
- Create a gym or fitness facility
- Make an argument defending THE best exercise
- Public Service Announcement: Why People Need Physical Activity (60 Seconds)
- Gym Time
- Fitness Writer
- A New Lifetime Sport

Extensions:

- Create fitness videos

Remediation:

- Adaptations specific to students' needs
- Alternate testing
- Partnering

Instructional Methods:

- Direct instruction
- Notes
- Worksheets
- Music Videos
- Explanation/Demonstration of skills
- Group work and partnering

Materials & Resources:

- Worksheets
- Notes
- Music videos
- Journals
- Internet
- Student folders
- Logs
- CD's
- Art supplies

Assessments:

- Quizzes
- Tests
- Journal entries
- Projects/presentations
- Created works
- Student folder
- Group involvement
- Demonstration of skills
- Rubric tool
- Self-assessment

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Nutrition

Time frame: 12 classes

State Standards: 10.1.9.C, 10.2.9.B

Essential content/objectives: At end of the unit, students will be able to:

- Identify and analyze factors that impact nutritional choices of adolescents
- Analyze the relationship between health-related information and adolescent consumer choices
- Identify key nutrients
- Describe the Food Plate and portion size
- Assess personal dietary intake and eating habits
- Evaluate food labels
- Practice strategies for improving dietary patterns
- Differentiate between healthy diet and disordered eating behaviors

Core Activities: Students will participate in:

- USDA Rate Your Plate Activity
- Response Paper: Why do foods that are bad for you taste so good?
- What does it take to develop good habits?
- Evaluate any menu and report back to class
- Ethnic Recipes
- Create a class cookbook
- How do you see your body?
- Evaluate a weight loss technique
- Do you live to eat or eat to live?
- Are you REALLY what you eat?

Extensions:

- Investigate the impact of anorexia nervosa, bulimia, or “cutting weight” for sports and report findings

Remediation:

- Adaptations specific to students’ needs
- Oral testing
- Extended test taking time
- Student/Teacher conferencing

Instructional Methods:

- Direct instruction
- Notes
- Journal
- Worksheets
- Visuals
- Group work
- Learning stations

Materials & Resources:

- Worksheets
- Notes
- Slides
- Journals
- Internet
- Student folder
- Materials for learning stations
- Art supplies
- Magazines
- Books
- Movie segments

Assessments:

- Quizzes
- Tests
- Journal entries
- Presentations
- Writing samples
- Student folder
- Group participation
- Rubric tool
- Self-assessment

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: STI's

Time frame: 6 classes

State Standards: 10.1.9.A, 10.2.9.D

Essential content/objectives: At end of the unit, students will be able to:

- Establish future goals and identify obstacles that could prevent the attainment of those set goals
- Analyze ways in which HIV/AIDS can be prevented
- Analyze and apply decision-making process to adolescent health
- Identify signs and symptoms of common STD's
- Understand behaviors that put a person at risk of acquiring HIV/AIDS
- Identify strategies to prevent risky behaviors

Core Activities: Students will participate in:

- Blanket Activity
- Research and report on a public figure who put HIV/AIDS in the public eye
- The Ryan White Story
- Impact the Future
- The Healthy Immune System
- AIDS-Infected Immune System
- AIDS Dilemmas
- Pass That Cookie
- Respond to Frontline: The Age of AIDS
- What do you think?
- Why is AIDS such a difficult disease to treat or cure?
- Investigate virus mutations and report to class

Extensions:

- Using the internet, find statistical information to allow the creation of a bar graph illustrating the trends in the incidence of HIV/AIDS

Remediation:

- Adaptations specific to students' needs
- Flexible grouping
- Use of supplemental materials

Instructional Methods:

- Direct instruction
- Notes
- Worksheets
- Guidelines for research project
- Writing samples
- Group discussion

Materials & Resources:

- Worksheets
- Notes
- Videos
- Journals
- Internet
- Student folder
- Art supplies
- Writing samples for project
- PowerPoint slides of public figures affected with HIV/AIDS

Assessments:

- Quizzes
- Tests
- Journal entries
- Projects/presentations
- Group activity involvement
- Rubric tool
- Writing samples
- Self-assessment
- Peer assessment

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: First Aid

Time frame: 8 classes

State Standards: 10.2.9.E, 10.3.9 A, 10.3.9.B, 10.3.9.D

Essential content/objectives: At end of the unit, students will be able to:

- Explain the interrelationship between the environment and personal health
- Analyze the role of individual responsibility for safe practices and injury prevention in the home, school, and community
- Describe and apply strategies for emergency and long-term management of injuries
- Analyze the role of individual responsibility for safety during organized group activities

Core Activities: Students will participate in:

- Sun IQ
- Create Scenario
- Respond to Scenarios
- Act out Situations
- Public Service Announcement:
- Fun In the Sun
- Practical Application
- Q/A Session

Extensions:

- Interview a paramedic, EMT, or school nurse about an established emergency plan and report findings

Remediation:

- Adaptations specific to students' needs
- Guided practice
- Peer mentoring

Instructional Methods:

- Direct Instruction
- Notes
- Worksheets
- American Red Cross DVD
- Group work
- Pairing for practical application

Materials & Resources:

- Worksheets
- Notes
- American Red Cross DVD
- Journals
- Internet
- Student folders
- Projects
- Art supplies
- Practice supplies
- Materials for first aid kits

Assessments:

- Quizzes
- Tests
- Journal entries
- Presentations
- Group participation
- Practical application
- Student folder

Curriculum Scope & Sequence

Planned Course: Health Education

Unit: Personal Health

Time frame: 21 classes

State Standards: 10.1.9, 10.2.9, 10.3.9

Essential content/objectives: At end of the unit, students will be able to:

- Utilize appropriate decision making skills
- Learn how to properly set goals (short term, long term)
- Develop time management skills
- Apply appropriate stress management techniques
- Understand personality and emotions
- Use proper consumer health skills
- Apply ways to deal with conflict, anger, negative stressors

Core Activities: Students will participate in:

- Four Factors
- Personal Strengths and Weaknesses
- Daily Decisions
- Decision Making Game Student Creation
- “Anglada” Project
- Weighing the Options
- Recycle a responsible Decision
- Are You a Leader or A Follower?
- Setting Goals
- Rate Waste of Candy
- Anger Analysis
- Taking My Anger Out On Other People
- Responding to Stress
- Create a short story about violence, conflict resolution, or anger management
- Advice Column
- The Empathy Connection
- Violence And Me
- Gossip and Other Garbage
- Budget Game
- What Stresses Me Out?
- Stress Journal
- Comparison Shopping
- Party Time
- Goal Setting

Extensions:

- Interview older people about life changing events

Remediation:

- Adaptations specific to students' needs
- Select core activities
- Study Guide

Instructional Methods:

- Direct instruction
- Worksheets
- Presentation of sampling of writing works
- Modeling required activities
- Provide guidelines for major project
- Use of film clip

Materials & Resources:

- Worksheets
- Notes
- Journals
- Internet
- Student folder
- Project materials
- Art supplies
- Scenario flash cards
- Film clip
- Flip camcorders
- Interview scripts

Assessments:

- Quizzes
- Tests
- Journal entries
- Projects/presentations
- Student generated work
- Rubric tool
- Self-assessment
- Peer assessment