

8th Grade Health & PE

What do we want middle school students to know and do:

A student's health is imperative to their growth physically, socially, and cognitively. Success in school is dependent upon a student's ability to focus upon the work and make sense of it. A physically active and healthy lifestyle will help ensure that students are better prepared for learning and capable of dealing with the challenges in a teen's life.

The enhancement of physical performance in middle school is important in developing lifelong behaviors toward a lifestyle governed by positive attitudes and wellness outcomes. The ability to integrate fitness goals and the practice towards those goals is a crucial basis for healthy, active adults. Active knowledge of the body systems and biomechanics and the ability to assess those systems during movement allows students to become lifetime personal self-trainers further contributing to health longevity.

The Centers for Disease Control (CDC) finds that most major health problems in the United States today are caused by six categories of behavior: behaviors that lead to intentional and unintentional injuries; smoking, alcohol and other drug use; sexual behaviors leading to sexually transmitted diseases, HIV infection and unintended pregnancies; poor nutrition; and lack of physical activity. Risky behaviors, such as drug use, sexual activity, suicidal ideation, violence, become increasingly prevalent beginning in adolescence and carrying into young adulthood. A comprehensive health education program represents an effective way of providing students with the knowledge and skills to deter health-impairing behaviors.

Unit	Description, Transfer, & Resultant Knowledge	Resources	Approx. Timeline
<p>Personal Health & Wellness Learning Targets:</p> <ol style="list-style-type: none"> 1. Recognize and identify signs and symptoms of all mental/emotional disorders 2. Analyze conflicting situations and apply appropriate steps to conflict resolution 3. Identify their role in preventing suicide 	<p>This unit will cover mental and emotional health topics such as stress management mental illness and disorders, and depression and suicide. Specific lessons will introduce warning signs, responses, and preventive strategies for various mental and emotional health issues. The students will know:</p> <ol style="list-style-type: none"> 1. Multiple warning signs of suicide 2. Steps of conflict resolution 3. Types of mental/emotional disorders 4. Content-specific vocabulary (see vocabulary list) 	<p>Glencoe Teen Health Chapter 4 Lesson 3 Chapter 5 (All)</p>	<p>January 6th-January 17th</p>
<p>Nutrition Learning Targets:</p> <ol style="list-style-type: none"> 1. Applying knowledge of nutritional value to make positive food choices 2. Plan nutritious meals and snacks relying on food labels, dietary guidelines, and MyPlate information 3. Identify positive and negative external influence (i.e., media, technology, family, peers, economics, school policy, culture, and marketing) that affect food choices 	<p>This unit will cover living a healthy life through good nutritional choices. The unit will entail a review of basic nutritional concepts (i.e. MyPlate, nutrients, dietary guidelines, food labels). The focus will be on healthy meal planning behaviors and influences on food choices. The students will know:</p> <ol style="list-style-type: none"> 1. Distinguishing nutritious vs. non-nutritious foods by reading food labels 2. Interpreting a food label and identifying the nutrient value 3. Describing which factors influence food supply and food choices 4. Creating and applying a meal plan 	<p>Glencoe Teen Health Chapter 8 (All)</p>	<p>January 21st - January 24th</p>
<p>First Aid & Safety Learning Targets:</p> <ol style="list-style-type: none"> 1. Perform first aid and CPR treatment according to the American Red Cross program 2. Follow the proper procedures Check, Call, Care in order to provide the proper treatment to the victim 	<p>This unit will give students the opportunity to explore safety and first aid through projects. Focus may vary depending on student interest which may include weather safety, fire prevention, water safety, sports injuries, burns, poisoning, heat related illnesses, choking, severe bleeding, shock, etc. The students will know:</p> <ol style="list-style-type: none"> 1. The proper procedures according to the American Red Cross program such as caring for external bleeding, burns, choking/breathing emergencies, cardiac emergencies, CPR, sudden illnesses, heat and cold related emergencies, bone/muscle and joint injuries and victim assessment 2. The role an AED device for can play in cardiac emergencies 3. The signs and symptoms of head, neck and spinal injuries 	<p>Glencoe Teen Health Chapter 9 Lesson 4 Chapter 17 Lessons 3,4,5 Chapter 18 Lessons 1 & 6</p> <p>American Heart Association www.heart.org</p>	<p>November 11th - November 19th</p>

<p>Substance Education Learning Targets: The students will understand that:</p> <ol style="list-style-type: none"> 1. The use of tobacco, alcohol and other drugs affect everyone 2. Tolerance occurs with substance use 3. There is help available for anyone whose life is affected by tobacco, alcohol and other drugs 	<p>This unit will entail the use of tobacco, alcohol and other drugs and how they affect body systems. The unit will equip the students with the skills to help anyone who is affected with tobacco, alcohol and other drugs. The students will know:</p> <ol style="list-style-type: none"> 1. The stages of alcoholism 2. The legal guidelines that govern tobacco, alcohol and other drugs 3. There are community resources available regarding tobacco, alcohol and other drugs 4. There are warning signs that are recognizable with substance use 	<p>Glencoe Teen Health Chapter 14 (All) Chapter 15 (All)</p> <p>National Institute on Drug Abuse www.teens.drugabuse.gov/</p> <p>NCADA-National Council on Alcoholism & Drug Abuse</p>	<p>October 22nd - November 6th</p>
<p>Healthful Relationships & Sexual Health Learning Targets: The students can:</p> <ol style="list-style-type: none"> 1. Identify responsibilities of a healthy dating/intimate relationship. 2. Describe why abstinence is the most effective way to avoid sexual health risks and share ways of exercising self-control to reach short and long term life goals. 3. State details of laws of consent and sexual harassment and how they might apply to a person my age. 4. Share the importance of respecting other's talents, lifestyle choices, and need for acceptance. 5. Demonstrate safe and appropriate practices for protecting myself on social media and the Internet. 6. Identify reputable sources of information and communication in order to protect my sexual health. 	<p>This unit allows students to understand what constitutes a healthy intimate relationship and ways to foster a healthful relationship and avoid risks to your sexual health. Students will learn about the ways to avoid threats to their sexual health through safe practices on social media. They will also be able to use critical thinking skills to decipher between healthy and unhealthy sexual risk behaviors in an effort to pursue their short term and long term goals. The students will know:</p> <ol style="list-style-type: none"> 1. Why sexual abstinence is the safest, most effective sexual risk avoidance method. 2. The difference between gender identity, expression, and sexual orientation. 3. Key aspects of laws regarding consent and harassment, including texting and social media communication. 4. Various aspects of sexual and romantic feelings (e.g., attraction, love, infatuation). 5. The effects of teen pregnancy on your life and future. 6. The harmful health effects of sexting or other inappropriate social media communication. 7. Content-specific Vocabulary (see vocabulary list) 	<p>Parent information web page: https://www.parkwayschools.net/Page/3329</p>	<p>February 24th - March 13th</p>