

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**PROMOTING HEALTHY BEHAVIORS**

**GRADE 8**

Date of Board Approval: September 1, 2016

**CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE**

<b>TITLE OF COURSE:</b>	Promoting Healthy Behaviors	<b>SUBJECT:</b>	Health	<b>GRADE LEVEL:</b>	8
<b>COURSE LENGTH:</b>	Marking Period or Semester	<b>DURATION:</b>	45 Days	<b>FREQUENCY:</b>	Daily or 3x/cycle
<b>PREREQUISITES:</b>	N/A	<b>CREDIT:</b>	N/A	<b>LEVEL:</b>	8

**Course Description/Objectives:** This elective focuses on healthy behaviors that students can choose in order to have a healthier life now and in the future. Students learn that decision making skills and refusal skills play a key part in their health. Units will include mental and emotional health, diseases and disorders and substance abuse.

**Text:** N/A

**Curriculum Writing Committee:**            Laura Keim  
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## COURSE TIME LINE

### **Unit 1: Mental/Emotional Health**

15 days

- Stress Management
- Depression
- Suicide
- Healthy Relationships
- Body Image
- Eating Disorders

### **Unit 2: Substance Abuse**

15 days

- Drug misuse vs. abuse
- Opiates
- Stages of Drug Abuse
- Marijuana
- Categories of Drugs
- Refusal Skills

### **Unit 3: Diseases and Disorders**

15 days

- Immune System
- Viruses
- HIV/AIDS
- Sexually Transmitted Disease
- Cancer

# KNOW, UNDERSTAND, DO

**COURSE:** Promoting Healthy Behaviors

**TIME FRAME:** 15 days

**UNIT # 1:** Mental/Emotional Health

**GRADE:** 8

## STANDARDS:

Pennsylvania Academic Standards for Health, Safety and Physical Education

- 10.1.9A
  - Analyze factors that impact growth and development between adolescents and adulthood.
- 10.1.9C
  - Analyze factors that impact nutritional choices of adolescences.
- 10.1.9E
  - Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- 10.2.9B
  - Analyze the relationship between health related information and adolescent consumer choices.
- 10.2.9C
  - Analyze media healthy and safety messages and describe their impact on personal health and safety.
- 10.2.9E
  - Explain the interrelationship between the environment and personal health.

# KNOW, UNDERSTAND, DO

**COURSE:** Promoting Healthy Behaviors

**TIME FRAME:** 15 days

**UNIT # 1:** Mental/Emotional Health

**GRADE:** 8

## UNDERSTANDINGS

Managing mental and emotional health is a crucial skill in adolescence. Stress affects your physical health and stress management skills play a role in every aspect of life long health. Recognizing warning signs of depression and suicide while utilizing resources to address these issues could be a life saving tool. During adolescence, students will be confronted with relationship and body image issues. Some of these issues can lead to further health concerns such as eating disorders. Students must learn to use appropriate strategies to cope with these concerns in a positive way.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Infographic on a mental health issue

### KNOW

- Analyze the physical impact of stress.
- Determine the contributing factors for depression.
- Develop the skill set to prevent suicide.
- Make inferences regarding the outcomes of healthy and unhealthy relationships.
- Establish a relationship between body image and mental and emotional health.
- Discover three types of eating disorders.

### DO

- Break down the effects of stress on specific body parts.
- Give examples for the causes of depression in various scenarios.
- Create a suicide prevention plan.
- Compare and contrast healthy versus unhealthy relationships.
- Analyze the role of the media in body image.
- Research the causes and effect of eating disorders.

# KNOW, UNDERSTAND, DO

**COURSE:** Promoting Healthy Behaviors

**TIME FRAME:** 15 days

**UNIT # 2:** Substance Abuse

**GRADE:** 8

## STANDARDS:

Pennsylvania Academic Standards for health, Safety and Physical Education

- 10.1.9A
  - Analyze factors that impact growth and development between adolescents and adulthood.
- 10.1.9D
  - Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
- 10.1.9E
  - Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- 10.2.9C
  - Analyze media health and safety messages and describe their impact on personal health and safety.
- 10.2.9D
  - Analyze and apply a decision making process to adolescent health and safety issues.
- 10.2.9E
  - Explain the interrelationship between the environment and personal health.

# KNOW, UNDERSTAND, DO

**COURSE:** Promoting Healthy Behaviors

**TIME FRAME:** 15 days

**UNIT # 2:** Substance Abuse

**GRADE:** 8

## UNDERSTANDINGS

Substance abuse can lead to addiction which can have a negative impact on your overall health. Learning what drug abuse is and the process of addiction is vital for choosing the appropriate resources. Understanding the various drug categories and the drugs that fall into them enables you to understand the physical and mental effects of these substances. Learning refusal skills and practicing them in a safe environment will give you the skills needed to live a drug free life.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Poem analysis and Research Project

### KNOW

- Compare the difference between drug misuse and drug abuse.
- Examine the negative effects of opiate abuse.
- Identify the four stages of drug abuse.
- Classify drugs into their various categories.
- Implement refusal skills to avoid substance abuse.

### DO

- Compose examples of drug misuse and drug abuse.
- Examine the different paths to opiate addiction.
- Recognize the characteristics of each stage of drug abuse.
- Separate drugs into their category and explain the physical effects of each.
- Demonstrate the use of refusal skills and the S.T.O.P. method in various situations.

# KNOW, UNDERSTAND, DO

**COURSE:** Promoting Healthy Behaviors

**TIME FRAME:** 15 days

**UNIT # 3:** Diseases and Disorders

**GRADE:** 8

## STANDARDS:

Pennsylvania Academic Standards for Health, Safety and Physical Education

- 10.1.9A
  - Analyze factors that impact growth and development between adolescents and adulthood.
- 10.1.9B
  - Analyze the interdependence existing among the body systems.
- 10.1.9E
  - Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- 10.2.9B
  - Analyze the relationship between health related information and adolescent consumer choices.
- 10.2.9D
  - Analyze and apply a decision making process to adolescent health and safety issues.
- 10.2.9E
  - Explain the interrelationship between the environment and personal health.



# KNOW, UNDERSTAND, DO

**COURSE:** Promoting Healthy Behaviors

**TIME FRAME:** 15 days

**UNIT # 3:** Diseases and Disorders

**GRADE:** 8

## UNDERSTANDINGS

Choosing a healthy lifestyle can significantly decrease the risk of acquiring a variety of diseases. Understanding the immune system and process of immunizations can help prevent diseases in the future. There are many different viruses in the environment and understanding their modes of transmission can create a healthier population. HIV and sexually transmitted diseases are another type of communicable disease that can be prevented through healthy behaviors. Cancer is not always preventable. Recognizing the signs and symptoms and limiting risk factors can increase chances of survival.

## COMMON ASSESSMENTS/CULMINATING ACTIVITY

Research project

### KNOW

- Describe the functions of the immune system and immunizations.
- Explain the modes of transmission for viruses.
- Interpret information as fact or fiction regarding HIV/AIDS.
- Identify the ways STD's are transmitted and prevented.
- Summarize what cancer is and how to recognize it.

### DO

- Create a visual of the immune system.
- Classify viruses based on their mode of transmission.
- Give examples of how HIV is and is not transmitted.
- Produce an informational project on preventing a sexually transmitted disease.
- Provide the student population with early detection techniques.

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)