

Marietta City Schools Pacing Guide

Subject: MS Health

Grade Level: 8th Grade

Time Frame: Semester Long

Month / Week	CCS Benchmarks	Skills/Activities	Resources	Assessment
Week 1		Intro to Course, Rules and Procedures, Pass out textbooks and Semester Pre-Test (SLO)	Pearson Health Textbook 2014	Teacher-created 50 Question Pre-assessment
Week 2	NHES Standards 1-8	<p>Health Triangle, Influences on Health and Evaluating Health Products, Services and Information</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> ● Students can draw and explain the Health Triangle ● Students can list health influences and give examples of positive and negative influences ● Students can describe how to evaluate health products, services and information 	<p>Teacher-created Guided Notes</p> <p>Research and Advertising Project</p>	<p>Formative Daily Review Bell Ringers</p> <p>Chapter 1, Section 1 and 2 Quiz</p> <p>Chapter 1, Section 3 and 4 Quiz</p> <p>Notebook Check</p>
Week 3	NHES Standards 1-8	<p>Personal Care (Teeth, Gums, Skin, Hair, Nails, Eyes, Ears, Sleep, Feeling Fit)</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> ● Students can identify, describe and explain prevention of two problems of the teeth and mouth ● Students can identify functions and healthy skin care choices ● Explain how your eyes allow you to see and explain ways to keep your 	<p>Teacher-created notes</p> <p>Labeling diagrams of teeth layers, skin layers and structure of the eye</p>	<p>Formative Daily Review Bell Ringers</p> <p>Chapter 14 Section 1 and 2 Quiz</p> <p>Chapter 14 Section 3 and 4</p>

		<p>eyes healthy</p> <ul style="list-style-type: none"> Explain how your ears allow you to hear and explain ways to keep your ears healthy 		<p>Quiz</p> <p>Chapter 14 Summative</p> <p>Notebook Check</p>
Week 4	NHES Standards 1-8	<p>Childhood and Adolescence Development</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Describe changes and key developments that occur during early, middle and late childhood List physical, mental and emotional changes that happen during adolescence 	<p>Childhood Life-stage Chart</p> <p>Adolescence Life-stage Chart</p> <p>Teacher-created notes</p>	<p>Formative Daily Review Bell Ringers</p> <p>Chapter 19 Section 4 Quiz</p> <p>Chapter 20 Section 1 Quiz</p> <p>Chapter 20 Summative</p> <p>Notebook Check</p>
Week 5	NHES Standards 1-8	<p>Female Reproductive System</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Students can label and explain the structures of the female reproductive system 	<p>Teacher-created notes</p> <p>Reproductive System Diagram</p>	<p>Formative Daily Review Bell Ringers</p> <p>Chapter 18 Section 2 Homework</p> <p>Vocabulary Quiz</p>
Week 6	NHES Standards 1-8	<p>Male Reproductive System</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Students can label and explain the structures of the male reproductive system 	<p>Teacher-created notes</p> <p>Reproductive System Diagram</p>	<p>Formative Daily Review Bell Ringers</p> <p>Chapter 18</p>

				<p>Section 2 Homework</p> <p>Vocabulary Quiz</p> <p>Reproductive Systems Chapter 18 Summative</p> <p>Notebook Check</p>
Week 7	NHES Standards 1-8	<p>Self-Esteem and Emotions</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Compare the effects of high and low self-esteem on health • Describe the changes in self-esteem as people age • Explain why it is important to recognize your emotions • Distinguish helpful from healthy and harmful coping strategies 	<p>Teacher-created notes</p> <p>Emotion scenarios and healthy coping strategies chart</p> <p>Positive self-talk worksheet</p>	<p>Formative Daily Review Bell Ringers</p> <p>Chapter 2 Section 1 and 2 Homework</p> <p>Chapter 2 Section 1 and 2 Quiz</p> <p>Chapter 2 Summative Test</p> <p>Notebook Check</p>
Week 8	NHES Standards 1-8	<p>Stress</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> • Describe causes and general types of stressors • List in order the three stages of the body's response to stress • Identify four types of warning signs of stress • Explain how individuals can have different responses to the same stressor • Identify ways to control stress, 	<p>Teacher-created Guided Notes</p> <p>Stress Triggers Worksheet</p> <p>Stress Management Worksheet</p>	<p>Formative Daily Review Bell Ringers</p> <p>Formative Chapter 3 All Sections Homework</p> <p>Chapter 3 Section 1 and 2 Quiz</p> <p>Chapter 3</p>

		reduce tension, and change the way you think about stressors		Summative Notebook Check
Week 9	NHES Standards 1-8	<p>Mental Disorders, Suicide and Self Harm</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> ● Explain how mental disorders are recognized ● Identify four causes of mental disorders ● Explain why it is important to identify and treat clinical depression ● Explain why individuals might try to injure themselves ● Identify one major risk factor for suicide 	<p>Teacher-created depression and suicide notes</p> <p>Depression informational and news articles</p> <p>Testimonial videos</p>	<p>Formative Daily Review Bell Ringers</p> <p>Chapter 4 Section 1, 3 and 4 Homework</p> <p>Mental Disorder and Suicide Quiz</p>
Week 10	NHES Standards 1-8	<p>Eating Disorders</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> ● Identify health risks associated with eating disorders ● Students can explain three different types of eating disorders 	<p>Teacher-created notes</p> <p>Eating disorder chart</p> <p>Intervention episodes of a male with bulimia and a female with anorexia with guided questions</p>	<p>Formative Daily Review Bell Ringers</p> <p>Chapter 4 Section 2 Homework</p> <p>Eating Disorder Quiz</p> <p>Notebook Check</p>
Week 11	<p>NHES Standards 1-8</p> <p>ORC 3313.60 b.) The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and</p>	<p>Drugs (Illicit Drugs)</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> ● Define drug abuse and distinguish it from both appropriate use and misuse ● Describe how psychoactive drugs affect the brain ● Compare the effects of depressants, stimulants and hallucinogens on the 	<p>Teacher-created Guided Notes</p> <p>Drug Classification foldables</p> <p>Drug Research and Presentation</p>	<p>Formative Daily Review Bell Ringers</p> <p>Chapter 17 Section 1 Homework</p> <p>Chapter 17 Section 2</p>

	tobacco ORC 3313.60 f.) Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs such as heroin	body		Homework
Week 12	NHES Standards 1-8	Drugs (Marijuana) <u>Learning Objectives</u> <ul style="list-style-type: none"> • Describe the effects of marijuana • Identify three treatment options for people who abuse drugs • Name three steps you can take to stay drug free 	Teacher-created Guided Notes Video with reflection paper	Formative Daily Review Bell Ringers Chapter 17 Section 3 Homework Chapter 17 Section 4 Homework Chapter 17 Summative Test Notebook Check
Week 13	NHES Standards 1-8	Alcohol <u>Learning Objectives</u> <ul style="list-style-type: none"> • Describe how alcohol acts as a depressant in the body • Identify three major factors that 	Teacher-created Guided Notes Alcohol and Your Brain article and worksheet	Formative Daily Review Bell Ringers Chapter 15

		<p>influence underage drinking</p> <ul style="list-style-type: none"> Summarize the effects of intoxication on the body systems List four factors that affect blood alcohol concentration (BAC) Identify three ways that intoxication may lead to death 	BAC Chart	<p>Section 1 Homework</p> <p>Chapter 15 Section 2 Homework</p>
Week 14	NHES Standards 1-8	<p>Alcohol</p> <p><u>Learning Objectives</u></p> <ul style="list-style-type: none"> Identify five serious physical effects of long-term alcohol abuse Describe the three stages of alcoholism List steps for alcohol recovery Evaluate how refusal skills help you stick to your decision not to drink 	<p>Teacher-created Notes</p> <p>Drinking and Driving Simulation using Goggles and Golf Carts</p> <p>Alcohol and Body system article and worksheet</p>	<p>Formative Daily Review Bell Ringers</p> <p>Chapter 15 Section 3 Homework</p> <p>Vocabulary Crossword</p> <p>Chapter 15 Summative Test</p> <p>Notebook Check</p>
Week 15	NHES Standards 1-8	<p>Physical Health</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> Explain the benefits of physical activity Define the five components of fitness Describe five types of physical activity List the physical activity recommendations 	<p>Teacher-created notes</p> <p>Personal physical activity log</p> <p>5 Components of Fitness chart</p> <p>5 Types of Physical Activity chart</p>	<p>Formative Daily Review Bell Ringers</p> <p>Chapter 13 Section 1 and 2 Homework</p> <p>Chapter 13 Summative</p> <p>Notebook Check</p>
Week 16	NHES Standards 1-8	<p>Nutrition</p> <p><u>Learning Objectives:</u></p>	Teacher-created notes	Formative Daily Review Bell

	ORC 3313.60 a.) The nutritive value of foods, including natural and organically produced foods, the relations of nutrition to health, and the use and effects of food additives.	<ul style="list-style-type: none"> Name the three classes of nutrients that supply your body with energy (macronutrients) Identify the two main classes of vitamins (micronutrients) Summarize the recommendations of the MyPlate plan Analyze the information on food labels 	Personal food diary log Macro and micronutrient chart MyPlate diagram Food pyramid Daily Values/Recommendations chart Various food labels for comparison and analyzing contents	Ringers Chapter 8 Section 1 and 2 Homework Food Label comparison worksheet Chapter 8 Summative Notebook Check
Week 17	NHES Standards 1-8	CPR/First Aid <u>Learning Objectives:</u> <ul style="list-style-type: none"> Describe the steps to perform CPR for adult, child and infant Describe how to use an AED on an adult, child and infant Describe when and how to help a choking adult, child and infant 	American Red Cross Family and Friends Instructor and Student Manual and additional materials	Summative Perform breathing and compressions with Manikin (if applicable)
Week 18		Semester Content Review	Semester Notebooks	Notebook Check
Week		Semester Post-Test (SLO)	Teacher-created 50 questions post-assessment utilizing Pearson Health Textbook 2014	