

Teacher: core health grade 8

Year: 2010-11

Course: Health Grade 8

Month: All Months

S e p t e m b e r	UNIT 1 - Having A Healthy Foundation						
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources Sta
	What is health and wellness. How can we compare and contrast health and wellness.	Health triangle and wellness continuum.	-identify each of the three parts of the health triangle.				Al
	What are the best ways for teens to make decisions, manage stress, and set important goals.	Adolescence and puberty as it pertains to physical, mental/emotional, and social health.	-Explain why we use a triangle in reference to our health.				Ev
	What are some major components of being healthy physically, mentally/emotionally, and socially	steps to decision making. HELP criteria. Goal setting steps and roadblocks that get in our way of accomplishing goals.	-Determine how we can reach long term wellness by taking care of our short term health.				the
	What does it mean to be an advocate and what are some important topics or issues for teens to advocate for.	Stressors and management skills when it comes to stress.	-Predict the best possible decision by working through a decision making chart.				efi
	How healthy are you in respects to all three aspects of the health triangle and how can we improve any aspects that may need it.	List attributes of physical, mental/emotional, and social health.	-Develop goal and work through the process.				rev
	How do we go about setting appropriate goals while recognizing and attacking barriers that may inhibit the goal setting and achieving process.	Look at connection of the different aspects and those components.	-Differentiate between positive and negative communication skills as they relate to minimizing conflict.				Al
	What is eustress and distress, what types	Formulate advocacy teams, devise writing assignment on issue, decide on means of advocating and put it into action.	-Identify examples of peer pressure and refusal skills.				Re
			-Practice using refusal skills when being pressured by a peer.				he

[illegible]

[illegible]

			<p>to communicate and prevent potential conflicts.</p> <ul style="list-style-type: none"><li>-Summarize the importance of communication when attempting to resolve conflicts.</li><li>-Explain how communication can help to enhance family relationships and friendships.</li></ul>					(as an co sk he CM De he ex wa fe CM Di far att an afi int co CM Re ba int eff co an str ov ba CM De wa co ca co an se CM De eff sk he sit CM po of
--	--	--	--	--	--	--	--	--

									de ne an str ma in CM De the we wi res be ris he PC the pla ser he PC pe co ac pe go PC a p go to PC po to pe go PC Im pla the he ov po PC the de pe
--	--	--	--	--	--	--	--	--	---

								go PC pe sy ex im ac pe go PC rel ad to en he sa RM Co pe as rel ma (n en res res kn sk RM the (k sk co a n en res res pe RM Co an pe as res to to
--	--	--	--	--	--	--	--	---

								pe str ne RM sh ter ha co be on as RM an he im pe an RM De po int int be we oth di po RM po of de wi res RM rel an res RM Ce re int int he ac RM ap
--	--	--	--	--	--	--	--	--

								ex ad SM a p as: he kn sk SM the (k sk co a s he SM Co an pe as: he to pe an str ne SM sh ter ha co be on he as: SM an he im pe an SM an pe pe sy
--	--	--	--	--	--	--	--	--



									SM rel an res SM Ce rev pe an ac SM ap ex rel an ad SM Ce rev pe an ac SM ap ex rel an ad ST Di be an str do pe str ST Do im ph en so sci en str pe
--	--	--	--	--	--	--	--	--	--

								ST In ph en re pe ST Re pe str sit cu de the ST an str ma he wa ST ex se an to ST Re pe ca lin rel pe ST ev ad pe ma str we co str sit FL me be for
--	--	--	--	--	--	--	--	--

									wh me so ps ph sp ec are FL Inc ex gr an ap int ab pu FL Inc ac pa en ps an gr FL Inc es an rel thr lif FL Inc ho an fu int rel FL Ef co is of rel FL
--	--	--	--	--	--	--	--	--	--

									In ex se. ma wa FL ad no me en fin ca re pa FL he ea co thr lif FL In se. be re ha su en or the he tha FL In he ap to sh fee FL ste lin ac for an FL
--	--	--	--	--	--	--	--	--	---

								or co pe ide FL Inc a r ini ca liv an OI Inc co im he en nu su an dis OI he the inc at the oth liv OI Inc co im he en nu su an dis OI he the inc at the oth
--	--	--	--	--	--	--	--	--

									liv O In ro an ch as de se pe
--	--	--	--	--	--	--	--	--	--

O  
c  
t  
o  
b  
e  
r

## UNIT 2 - Alcohol, Tobacco, and Other Drugs

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources
<p>What is alcohol and what drug family does it fall into?</p> <p>What are the immediate and long term effects of alcohol use?</p> <p>What is alcoholism? What are the signs and stages of alcoholism, and the recovery process for an individual suffering with alcoholism.</p> <p>What are the chemicals and other substances found in tobacco?</p> <p>What drug family does nicotine fall into and what are the immediate and long term effects of nicotine use?</p> <p>What are the physical, mental, social, and</p>	<p>Types of alcohol, fermentation and distillation.</p> <p>-Effects on reactions, coordination, decision making.</p> <p>-Effects on brain, stomach, liver, mouth, heart.</p> <p>-Differing affects of alcohol on people.</p> <p>-Alcohol content related to types of alcohol.</p> <p>-Signs and symptoms of alcoholism.</p> <p>-Stages of alcoholism.</p> <p>-Stages of recovery from addiction.</p> <p>-Tar, nicotine, carbon monoxide, formaldehyde, cyanide, plutonium, methanol, and other chemicals in tobacco.</p> <p>-Nicotine is a stimulant</p> <p>-Speeds up the heart, breathing, increases blood pressure, constricts blood vessels.</p> <p>-Effects the respiratory</p>	<p>- Differentiate the types of alcohol.</p> <p>Predict how and why the immediate affects of alcohol impair an individual when it comes to driving an automobile.</p> <p>-Explain how the long term affects of alcohol are developed over time.</p> <p>-Prioritize the different stages of alcoholism recovery to determine their correct order.</p> <p>-List the</p>				

<p>economic costs of nicotine addiction to an individual?</p> <p>How do the alcohol and tobacco companies try to sway teens in their decision to drink or smoke by advertising?</p> <p>What is drug misuse and abuse?</p> <p>What are the differences between prescription and over-the-counter drugs?</p> <p>What are effects of the major drug groups; Inhalants, marijuana, steroids, cocaine, heroin, and club drugs?</p> <p>What are the signs and symptoms of drug addiction and the process of recovery?</p>	<p>system, circulatory system, cardiovascular system.</p> <p>-Lung cancer, emphysema, bronchitis.</p> <p>-Can cost people their physical health as well as emotional and social health.</p> <p>-Causes many people to spend money that they do not have due to addiction.</p> <p>-Companies advertisements are to lure teens to start smoking or drinking.</p> <p>-Make it look fun, attractive, socially acceptable, rugged, glamorous.</p> <p>-Drug misuse is using any drug incorrectly.</p> <p>-Drug abuse is using any drug for reasons other than improving their health.</p> <p>-OTC drugs are drugs that can be purchased without a written order from a doctor.</p> <p>-Prescription drugs are those drugs that you need a doctors written order to purchase.</p> <p>-Inhalants are fumes/vapors cause intoxicated feeling.</p> <p>-Marijuana and THC smoked ingested cause effects similar to alcohol.</p> <p>-Steroids injected intramuscularly/ingested cause increased size and strength.</p>	<p>different chemical substances in tobacco and tobacco smoke.</p> <p>-Identify the basic effects of stimulant drugs to understand that nicotine is a substance that fits in that particular category.</p> <p>-Summarize what lung cancer, emphysema, and chronic bronchitis are.</p> <p>-Construct a monthly financial budget as a smoker and non-smoker in order to show the financial risks to using nicotine.</p> <p>-Identify the target audience of tobacco and alcohol advertising.</p> <p>Elaborate on how these companies attempt to</p>				
---	--	---	--	--	--	--

	<p>-Cocaine is strong stimulant cause paranoia, hyper, panic, anxiety.</p> <p>-Heroin is depressant (narcotic) feeling of euphoria.</p> <p>-Club drugs and date rape drugs (rohypnol) block memory and cause amnesia.</p> <p>-Addiction signs tolerance, cravings, loss of control, and withdrawal.</p> <p>-Recovery - Admit that you have a problem, detoxification, support groups, committing to never use again.</p>	<p>gain these audience members (teens) as customers.</p> <p>- Differentiate between an individual who is misusing drugs and a person who is abusing drugs.</p> <p>-Compare and contrast over-the-counter drugs and prescription drugs.</p> <p>-Identify effects of inhalants, marijuana, steroids, cocaine, heroine, and club/designer drugs.</p> <p>-Identify what family of drugs these particular drugs fall into if it applies.</p> <p>-Using the signs and symptoms of addiction, evaluate whether an individual</p>				
--	--	---	--	--	--	--



			<p>has a "drug problem" based on attitude, usage, physical problems or lack of physical problems.</p> <p>-Respond as to a fictional characters recovery step based on his or her opinion of their own drug use.</p>				
--	--	--	---	--	--	--	--

--	--	--	--	--	--	--	--

December

### Unit 3 - Safety and Violence Prevention

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
<p>What is the importance of taking safety precautions while using the internet?</p> <p>What is the grooming process as it relates to online predators and how do you recognize and stay away from predators attempting to groom you as a victim?</p> <p>What are important guidelines for an individual to follow in relation to</p>	<p>-Grooming is the method that a predator uses to make a potential victim trust them.</p> <p>-Predators question, common likes/dislikes, common interests, tries to befriend</p> <p>-Attempts to take away the "Stranger" factor.</p> <p>-Nerver talk to anyone online that you do not know outside of the cyber world.</p> <p>-Do not answer questions.</p>	<p>-Assess a line of questioning that a predator may use on a victim explaining why it would or would not in their opinion put them at risk.</p> <p>- Communicate their idea of what a "Stranger" is.</p> <p>-Summarize why it would be very dangerous to meet a stranger from the internet in person.</p>					<p>UI.I. seat motor incre indiv safet</p> <p>UI.I. are s they with that i appr good orde shou prop own supe play equip haza brok</p> <p>UI.I. are s prop helm</p>

<p>bicycle and pedestrian safety?</p> <p>What are important guidelines to remaining safe in and around water?</p> <p>How do you avoid and prevent violence in family and peer relationships?</p> <p>How can an individual deal with bullying and harassment?</p> <p>What are some different forms of abuse and what are recourses that people have if they are a victim of abuse?</p>	<p>-Let a trusted adult know of inappropriate conversations.</p> <p>-Never agree to meet anyone you don't know from an online conversation.</p> <p>-Bicycle safety: wear protective gear, don't speed out of control, don't ride in parking lots, don't ride against traffic.</p> <p>-Pedestrian safety: use crosswalks, walk against traffic, wear reflective clothing when walking at night, don't walk alone especially at night, use the sidewalk if one is available.</p> <p>-Water safety: learn to swim, never swim alone, use a life jacket when boating, don't swim in unfamiliar water.</p> <p>-Stay out of potentially violent situations</p>	<p>-Identify safety precautions for bicycle riders, pedestrians, and swimmers.</p> <p>-Compare potentially violent situations and explain which one would be the most serious situation and why.</p> <p>-Summarize how to communicate to a bullying victim how he or she can get help in regards to the situation.</p> <p>-Identify why it is important to stop bullying in schools and the community.</p> <p>-Distinguish between physical abuse, mental abuse, neglect, and sexual abuse.</p>					<p>prote</p> <p>while</p> <p>in re</p> <p>sport</p> <p>U.I.</p> <p>of bi</p> <p>incre</p> <p>indiv</p> <p>safet</p> <p>the r</p> <p>serio</p> <p>U.I.</p> <p>are s</p> <p>wear</p> <p>Guar</p> <p>perso</p> <p>devic</p> <p>invo</p> <p>relat</p> <p>activ</p> <p>ridin</p> <p>perso</p> <p>craft</p> <p>swim</p> <p>U.I.</p> <p>for in</p> <p>swim</p> <p>regar</p> <p>swim</p> <p>U.I.</p> <p>and p</p> <p>regu</p> <p>requ</p> <p>safet</p> <p>prote</p> <p>to pr</p> <p>U.I.</p> <p>use p</p> <p>and c</p> <p>techn</p> <p>hand</p> <p>back</p> <p>book</p> <p>unsa</p> <p>indiv</p> <p>back</p>
---	--	---	--	--	--	--	--

		<p>gangs, weapons, drugs.</p> <ul style="list-style-type: none"><li>-Protect yourself at school and at home.</li><li>-Understand different means of violence.</li><li>-Deal appropriately with a bully and/or harassment</li><li>-Tell someone, be assertive with your communication, look them in the eye, let someone know what is going on, if you have to bring the person up on charges.</li><li>-Types of abuse: Physical abuse, emotional abuse, neglect, sexual abuse.</li><li>-Dealing with abuse: Break the cycle, be assertive, find a helpful and protective organization.</li></ul>						<p>more 20% weig ORF Indiv first appr comm the h and c VP.I asses perso relat their on bo VP.I indiv enga beha VP.I who often their VP.I seek adult when recog depre inten and a them peers VP.I recog "trig lead violen VP.I can h and c persp simil VP.I inclu</p>
--	--	--	--	--	--	--	--	--

								the p emot anoth VP.I can i about attra appr viole VP.I mana reduc prom viole VP.I Tech whic indiv their VP.I non- alter prev viole VP.I beha harm long cons VP.I Indiv and u plans proc safet their VP.I often great prol emot phys VP.I Indiv safet using
--	--	--	--	--	--	--	--	--

## Unit 4 - Disease Prevention

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	St
<p>What does it mean if a disease is communicable?</p> <p>What are some common communicable diseases?</p> <p>What are common pathogens?</p> <p>How are they normally contracted and treated?</p> <p>How are common communicable diseases treated?</p> <p>How do sexually transmitted diseases differ from other communicable diseases?</p> <p>What is the difference between HIV and AIDS and how do they correlate with one another?</p> <p>What are some common misconceptions about how an individual can become infected with the HIV</p>	<p>-Communicable disease can be passed from person to person.</p> <p>-Influenza, common cold, HIV (AIDS), mononucleosis, tuberculosis, strep throat.</p> <p>-Pathogens: virus, bacteria, fungus, protozoa</p> <p>-Pathogens contracted by direct contact, indirect contact, contaminated food/water, animals/insects.</p> <p>-Bacteria treated with antibiotics, fungus with antifungal creams/ointments.</p> <p>-Std's like herpes, chlamydia, genital warts are spread mainly through sexual contact.</p> <p>-HIV is human immunodeficiency virus is the virus that causes the disease AIDS acquired immunodeficiency syndrome. HIV may or may not lead to the disease AIDS.</p>	<p>-Summarize what makes a disease communicable.</p> <p>-Identify what pathogens are.</p> <p>-Differentiate between a virus, bacteria, fungus, and protozoa.</p> <p>-Compare and contrast pathogens in regards to transmission and treatment.</p> <p>-Differentiate between types of different sexually transmitted diseases, their symptoms, and treatments.</p> <p>-Explain the difference between HIV and AIDS and how they relate to each other.</p> <p>-Summarize how HIV can be transmitted from individual to individual.</p> <p>-Identify ways that HIV cannot be spread among individuals.</p> <p>-Identify what a noncommunicable disease is and contrast communicable and</p>					<p>SI</p> <p>A</p> <p>an</p> <p>av</p> <p>an</p> <p>ST</p> <p>SI</p> <p>ac</p> <p>no</p> <p>ris</p> <p>be</p> <p>SI</p> <p>In</p> <p>an</p> <p>ST</p> <p>no</p> <p>sig</p> <p>sy</p> <p>ca</p> <p>in</p> <p>ot</p> <p>SI</p> <p>of</p> <p>in</p> <p>ST</p> <p>vi</p> <p>el</p> <p>pr</p> <p>ab</p> <p>se</p> <p>SI</p> <p>A</p> <p>th</p> <p>pr</p> <p>ST</p> <p>pr</p> <p>m</p> <p>10</p> <p>10</p> <p>10</p> <p>si</p>



	<p>the chances of developing heart disease.</p> <p>-Diabetes is when the immune system attacks insulin producing cells in the pancreas. Insulin is necessary to regulate blood sugar level.</p> <p>-Heredity is the main risk factor involved with diabetes.</p> <p>-Diabetes (type 1) can be controlled through diet and exercise. Type 1 diabetes occurs in many cases in young people.</p> <p>-Diabetes (type 2) can be controlled with insuline shots or an insuline pump.</p> <p>-Arthritis is a joint disease marked by painful swelling and stiffness.</p> <p>-Osteoarthritis: chronic disease breakdown of cartilage usually occurs over time in elderly.</p> <p>-Rheumatoid arthritis: chronic disease marked by pain and inflammation.</p>	<p>disease, experiences signs and symptoms of heart disease, and receives treatment of heart disease.</p> <p>-Explain what diabetes is and how it develops in people.</p> <p>-Compare and contrast type 1 and type 2 diabetes.</p> <p>-Explain how diabetes can be treated and prevented.</p> <p>-Explain how arthritis develops in an individual.</p> <p>-Differentiate between osteoarthritis and rheumatoid arthritis.</p> <p>-Identify some methods of managing arthritis.</p>					<p>ne dr on H ca tra th bl se w in us an in eq an in us an m in du th m H H ca tra to so in be sa an in H nu in in do an m pe be w w</p>
--	--	--	--	--	--	--	--



									di to bl O In pr fr U cl su co pr of
--	--	--	--	--	--	--	--	--	--