

Course:	Health	Grade:	Grade 8
State Standard:	10.1.9 Concepts of Health	Time Frame:	12–15 Lessons

Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
B. Analyze the interdependence existing among the body systems	<ul style="list-style-type: none"> body system function 	<p>What is the function of:</p> <ul style="list-style-type: none"> respiratory system digestive system/excretory system circulatory system/cardio-vascular renal system/urinary system endocrine system nervous system musculoskeletal system integumentary system/endocrine system lymphatic system/immune system reproductive system <p>How are the body systems linked to each other?</p>	<p>Body Systems (overview)</p> <ul style="list-style-type: none"> Respiratory System Allows gas exchange between cells and the environment, includes trachea and lungs. Digestive System/Excretory System Ingests food and breaks it down into usable nutrients. Excretes solid waste products. Includes the mouth, esophagus, stomach, and intestines. Cardiovascular/Circulatory System Moves materials between body systems, including oxygen, nutrients, hormones, and waste products. Includes the heart, arteries, and veins. Renal System/Urinary System Cleans dissolved waste products from the blood and excretes them. Includes kidneys and bladder. Endocrine System Secretes chemical signals that allow 	<p>Growth and development Benchmark</p>	<p>Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner)</p> <p>Rubrics</p> <p>Performance tasks</p> <p>Teacher designed assessments</p> <p>Teacher Observation</p>

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			<p>body systems to act cooperatively as needed. Includes hormone-producing tissues of the pineal gland and pituitary gland in the brain; the thyroid gland; the adrenal glands; the pancreas; and the ovaries and testes.</p> <ul style="list-style-type: none"> • Nervous System Allows perception, emotion, thought and rapid response to the environment. Includes brain and nerves. • Musculoskeletal system Allows the body to move on command. • Integumentary System/Exocrine System Covers the body and regulates its exchange with the outside world. Includes skin, hair, nails, sweat, and other glands which secrete substances onto the skin. • Lymphatic System/Immune System Fights infection. Includes lymphatic 		

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<p>C. Analyze factors that impact nutritional choices of adolescents</p> <ul style="list-style-type: none"> body image advertising dietary guidelines eating disorders peer influence athletic goals 	<ul style="list-style-type: none"> body image advertising dietary guidelines 	<ul style="list-style-type: none"> What is the relationship between body image, peer influence, athletic goals, and eating disorders? How does advertising impact nutritional choices of adolescents? What are the dietary guidelines and what is the impact on nutritional choices? 	<p>vessels which permeate the body.</p> <ul style="list-style-type: none"> Reproductive System Allows the production of offspring. Includes ovaries, uterus, mammary glands (breasts), penis, and testes. <p>Body image:</p> <ul style="list-style-type: none"> The perception a person has of his or her body's appearance. <p>Peer influence:</p> <ul style="list-style-type: none"> What people of similar age or status place on others to behave in a certain way. Nutrition and diet play an important role in an athlete's performance <p>Eating disorders:</p> <ul style="list-style-type: none"> Conditions in which there is a compelling need to starve (anorexia nervosa), to binge (binge eating disorders), or to binge and purge (bulimia). <p>Advertising:</p> <ul style="list-style-type: none"> Use a variety of techniques and 	<ul style="list-style-type: none"> Nutrition Benchmark 	

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E. Analyze how personal choice, disease and genetics can impact health maintenance and disease	<ul style="list-style-type: none"> personal choice disease genetics 	<ul style="list-style-type: none"> How does one's personal choice(s) impact disease prevention? How does one's family impact the likelihood of getting a disease? 	<p>appeals to impact nutritional choices, e.g., labeling, packaging, and advertising campaigns.</p> <ul style="list-style-type: none"> The dietary guidelines for Americans provide evidence based nutrition information and advice for people age 2 or older. Without proper nutrition, the body and mind are not able to function to their fullest potential. A healthful diet can reduce the risk of many diseases that may cause premature death, such as heart disease, cancer, stroke and diabetes. <ul style="list-style-type: none"> Adopting healthy behaviors such as healthy eating, exercising regularly and avoiding tobacco use can prevent or control many diseases. Learned/acquired lifestyle behaviors genetics 	Personal and community health Introduce	

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ENRICHMENT:	Journal writing, related reading activities, peer assisted activities, independent projects, research using the library, internet based research, web-quests, etc.
REMEDIATION:	Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.
RESOURCES:	www.cdc.org , www.comprehensiveschoolhealtheducation/meeksheit , http://kidshealth.org/teen/ , http://health.gov/dietaryguidelines/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.

Course:	Health	Grade:	Grade 8
State Standard:	10.2.9 Healthful Living	Time Frame:	12-15 Lessons

Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
A. Identify and describe health care products and services that impact adolescent health practices	<ul style="list-style-type: none"> health care products health care services 	<ul style="list-style-type: none"> What are health care products that impact adolescent health practices? What health services impact adolescent health practices? 	<p>A health care product is something that is used to restore or maintain health.</p> <ul style="list-style-type: none"> acne products inhaler crutches glucose test strips over the counter medications prescription medications <p>Health service: Help that is provided by a health care facility or a health care provider.</p> <ul style="list-style-type: none"> orthodontist immunizations counseling pharmacy to fill prescriptions 	<ul style="list-style-type: none"> Personal and community health Benchmark 	<p>Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner)</p> <p>Rubrics</p> <p>Performance tasks</p> <p>Teacher designed assessments</p> <p>Teacher Observation</p>
B. Analyze the relationship between health-related information and adolescent consumer choices	<ul style="list-style-type: none"> weight control products advertising/media <ul style="list-style-type: none"> tobacco products weight control products 	<ul style="list-style-type: none"> What is the effectiveness of weight control products? What products are marketed to improve a person's self-image? 	<p>Quackery:</p> <ul style="list-style-type: none"> selling worthless products by making false claims <p>Weight loss products:</p> <ul style="list-style-type: none"> ex: pills, drinks, supplements, diets, skin care products, hair care products, clothes, etc. 	<ul style="list-style-type: none"> Personal and community health Benchmark 	
C. Analyze media health and safety messages and describe their impact on personal	<ul style="list-style-type: none"> safety message technology/social media media strategies 	<ul style="list-style-type: none"> What are the negative consequences of sending sexually explicit pictures/ 	<p>Reinforce from Grade 7</p> <ul style="list-style-type: none"> Social media is a series of websites and applications designed to allow 	<ul style="list-style-type: none"> Injury prevention and safety Benchmark 	

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health and safety.	<ul style="list-style-type: none"> social media sexting 	<p>messages via social media?</p> <ul style="list-style-type: none"> What is social media etiquette? (discuss appropriate use of social media) 	<p>people to share content quickly, efficiently and in real time.</p> <ul style="list-style-type: none"> Examples of social media texting, Facebook, Snapchat, Instagram, Twitter, Kick Cyberbullying (Online Bullying) is the use of cell phones, instant messaging, email, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone. Cyberbullying is often done by children, who have increasingly early access to these technologies. Sexting In its various forms, "sexting" is the transmission of nude images or suggestive material via text messages. Such transmission can be textual or image-based and typically occurs via cell phones, smart 		

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D. Analyze and apply a decision-making process to adolescent health and safety issues.	<ul style="list-style-type: none"> • evaluate situation • first aid/safety • CPR 	<ul style="list-style-type: none"> • Why is first aid and safety important? • What is CPR? • What is the Heimlich maneuver (abdominal thrusts)? 	<p>phones, computers, etc. However, it is typically the latter, image-based transmission of nude, partially nude, and/or suggestive pictures of individuals, sometimes minors, that can potentially lead to criminal consequences.</p> <ul style="list-style-type: none"> • It can mean the difference between life and death. It can mean the difference between a permanent and temporary disability. • A first aid technique which involves rescue breathing and chest (heart) compressions, which is used to revive a person whose heart has stopped beating. • A first aid technique that is used to relieve complete airway obstruction. 		

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REMEDIATION:	Small groups, peer assistance, graphic organizers, additional individualized assistance, variation of activities/assignments, re-test, re-teach, modifications and accommodations.
RESOURCES:	www.cdc.org , www.comprehensiveschoolhealtheducation/meeksheit , http://kidshealth.org/teen/ , http://health.gov/dietary_guidelines/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.

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State Standard:	10.3.9 Safety and Injury Prevention	Time Frame:	10-12 Lessons

Standard Statement	Content Words	Essential Questions	Knowledge and/or Skill	Topic	Assessment
<p>E. Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.</p> <ul style="list-style-type: none"> Modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle) violence prevention in school self-protection in the home self-protection in public places 	<ul style="list-style-type: none"> individual responsibility safe practices injury prevention 	<ul style="list-style-type: none"> What is the sequence chain of survival? What are the emergency action principles when faced with an emergency? What are the reasons to call 911? What is essential information when placing a 911 call? 	<p>Core Concept</p> <ul style="list-style-type: none"> Early access, early CPR, early defibrillation and early advanced care Check the scene: <ul style="list-style-type: none"> Is the scene safe? What happened? How many victims? Can bystanders help? call 911 is/or becomes unconscious has trouble breathing or breathing in a strange way has chest pain or pressure is bleeding severely has pressure or pain in the abdomen that does not go away has seizures, a severe headache or slurred speech appears to have been poisoned has injury to head, neck or 	<ul style="list-style-type: none"> Safety and Injury Prevention <p>Benchmark</p>	<p>Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner)</p> <p>Rubrics</p> <p>Performance tasks</p> <p>Teacher designed assessments</p> <p>Teacher Observation</p> <p>American Heart Association assessments if needed</p>

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<p>F. Describe and apply strategies for emergency and long-term management of injuries.</p> <ul style="list-style-type: none"> rescue breathing water rescue self-care sport injuries <p>G. Analyze media health and safety messages and describe their impact on personal health and safety.</p>	<ul style="list-style-type: none"> Rescue breathing Self-care Strain/Sprain 	<ul style="list-style-type: none"> What are the steps if an unconscious victim is found? What are the steps for rescue breathing? What is meant by basic first aid? How can a sport injury be prevented? 	<p>back</p> <ul style="list-style-type: none"> has possible broken bones exact location telephone number calling from caller's name what happened? number of victims help being given <p>Core Concept Unconscious victim:</p> <ul style="list-style-type: none"> tap & shout to see if the person responds if no response call 911 then; look, listen, feel if the person is not breathing or if you cannot tell, position victim on back, support head, neck and roll towards you open airway using head tilt and chin lift look, listen and feel for breathing for about 5 seconds if no breathing, give 2 slow breaths – each breath lasting 1 to 1 ½ seconds check for signs of 	<ul style="list-style-type: none"> Safety and Injury Prevention Benchmark 	<p>Quizzes, tests, observation checklist, various assessments of projects (individual, group, partner)</p> <p>Rubrics</p> <p>Performance tasks</p> <p>Teacher designed assessments</p> <p>Teacher Observation</p>

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			<p>circulation</p> <ul style="list-style-type: none"> • check for severe bleeding <p>Core Concept Rescue Breathing:</p> <ul style="list-style-type: none"> • 911 has been called <ul style="list-style-type: none"> – if person is not breathing: <ul style="list-style-type: none"> ○ open airway (head tilt, chin lift, pinch nose shut) ○ give two slow breaths ○ check for signs of circulation ○ if a pulse is present but the person is still not breathing – give one breath every 5 seconds – 12 in a minute <p>First Aid</p> <ul style="list-style-type: none"> • steps to give first aid care for various injuries: <ul style="list-style-type: none"> ○ warm up before activity ○ using appropriate equipment ○ allowing injuries to completely heal before playing again 		

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H. Analyze the role of individual responsibility for safety during organized activities	<ul style="list-style-type: none"> warm-up cool down protective gear 	<ul style="list-style-type: none"> How can we prepare our body for physical activity? What types of sports protective gear is there? What is RICE? 	Core Concepts <ul style="list-style-type: none"> getting muscles prepared to exercise by warming up is very important cool down allows the body to adjust back to normal helmets, wrist guards, knee/elbow pads, shin guards, mouth guards, etc. "RICE": <ul style="list-style-type: none"> Rest the injury Ice the injury Compress the injury with elastic Elevate the injury 	<ul style="list-style-type: none"> Mental, emotion and social health Self-management <p>Benchmark</p>	
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RESOURCES:	www.cdc.org , www.comprehensiveschoolhealtheducation/meeksheit , http://kidshealth.org/teen/ , http://health.gov/dietary_guidelines/ , variety of internet sources and reference books, PA Standards Aligned System, National & State Health Education Standards and Skills, Pocono Mountain School District Curriculum.				