

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: **Health**

Course Length: 20 Lessons

Grade: **8th**

Date Last Approved: June 2015

Stage 1: Desired Results

Course Description and Purpose:

The eighth grade Health Education Program is based on developing skills in relation to age appropriate health topics. By developing skills related to effectively accessing health resources, communicating, analyzing peer and media influences, goal setting, decision making, and health advocacy, students at Swallow School will be able to achieve and maintain optimal wellness.

Enduring Understanding(s):

1. Healthy eating is a vital component to an overall healthy lifestyle, and important for a long life.
2. Busy, modern life can challenge healthy eating which can have an adverse effect on one's overall healthy lifestyle.
3. There are a variety of risks involved with becoming sexually active that can have long term effects on one's personal health and wellbeing.
4. Sexual Abstinence is the only 100% effective method of preventing contraction of an STD, or an unwanted pregnancy.

Essential Question(s):

1. What internal and external influences affect your eating choices?
2. How do family habits or traditions, peers, role models, cultural heritage, and societal norms affect food choices?
3. What is a healthy weight?
4. How can a healthy diet for one person be unhealthy for another?
5. How do I discern media and cultural messages that support optimal health versus those that undermine optimal health regarding sexual decision-making and activity?
6. How does what my family thinks about sexual activity affect me?
7. How does what my friends and peers think about sexual activity affect me?
8. How do health practices in adolescence affect lifelong health?
9. Why would you choose to be sexually abstinent?

Learning Targets:

1. Students can analyze factors that influence healthy eating behaviors. (skill)
2. Students can develop the ability to make healthy food choices in a variety of settings. (knowledge)
3. Students can analyze the internal and external factors that influence sexual decision-making and activity. (reasoning)
4. Students can assess the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active. (reasoning)
5. Students can analyze how certain behaviors place one at greater risk for sexually transmitted diseases (STDs), and unintended pregnancy. (reasoning)

Stage 2: Learning Plan

I. Nutrition

- A. Nutrients
- B. Making healthy choices
- C. Diet examination and creation
- D. Roadblocks to success
- E. Resources for success

Standards:

WI DPI State Standards for Health Education: 1:3:A1-A2, 1:3:B1-B3, 2:3:A1-A5, 5:3:A1, 5:3:B1-B3, 6:3:A1-A3, 7:3:A1, 7:3:B1-B2,

Learning Targets Addressed:

Target 1
Target 2

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge Skill	In class activities
Formative	Knowledge Skill	Written response
Summative		

II. Human Growth and Development

- A. Anatomy and function of reproductive systems
- B. Abstinence and it's effectiveness
- C. Sexually Transmitted diseases
- D. Sexual Harassment
- E. Making informed and responsible choices based on one's character, beliefs, and life goals

Standards:

WI DPI State Standards for Health Education: 1:3:A1-A2, 1:3:B1-B3, 2:3:A1-A5, 5:3:A1, 5:3:B1-B3, 6:3:A1-A3, 7:3:A1, 7:3:B1-B2,

Learning Targets Addressed:

Target 3
Target 4
Target 5

Assessment Map:

Type	Level	Assessment Detail
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Summative		