

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Health

Course Length: 20 Lessons

Grade: 8th

Date Last Approved: March 15, 2017; **Reviewed** Spring 2021

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, learning about Human Growth and Development, nutrition, and stress management 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 demonstrate practices that promote a healthy lifestyle. (Skill)
2. Students will identify factors that influence health behaviors. (Knowledge)
3. Students will access health related information from valid sources. (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

	<div>Target 2 Target 3</div> <div>Key Resources: Exercise Your Options Program - Dairy Council of California</div> <div>Assessment Map:</div> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge Skill</td><td>In class activities</td></tr><tr><td>Formative</td><td>Knowledge Skill</td><td>Written response</td></tr><tr><td>Summative</td><td>Product Knowledge</td><td>Create a personal nutrition plan</td></tr></table>	Type	Level	Assessment Detail	Practice	Knowledge Skill	In class activities	Formative	Knowledge Skill	Written response	Summative	Product Knowledge	Create a personal nutrition plan
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<div>II. Human Growth and Development</div> <div>A. Anatomy and function of reproductive systems</div> <div>B. Abstinence and it’s effectiveness</div> <div>C. Sexually Transmitted diseases</div> <div>D. Sexual Harassment</div> <div>E. Making informed and responsible choices based on one’s character, beliefs, and life goals</div>	<div>Standards:</div> <div>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,</div> <div>Learning Targets Addressed:</div> <div>Target 1</div> <div>Target 2</div> <div>Target 3</div> <div>Key Resources: Teacher Created Resources</div> <div><ul style="list-style-type: none">● Pam Stenzel video – “Sex ED – No Screwin’ Around!”● Pam Stenzel video – “Sex : A Time To Wait”● Video - “No Apologies: The Truth about Life, Love, & Sex”● Video - “Miracle of Life”● Videos - “Girl to Woman”, “Boy to Man”</div> <div>Assessment Map:</div> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td>In class activities</td></tr><tr><td>Formative</td><td>Knowledge</td><td>Written response</td></tr><tr><td>Summative</td><td>Knowledge</td><td>Written response</td></tr></table>	Type	Level	Assessment Detail	Practice	Knowledge	In class activities	Formative	Knowledge	Written response	Summative	Knowledge	Written response
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