

**Course: Health**  
**GRADE: 8**

Revised 9/10/07

## **PLANNED COURSE CURRICULUM GUIDE**

### **I. COURSE DESCRIPTION AND INTENT:**

The eighth grade health program creates opportunities for students to learn and practice health and fitness theory. Healthful cues can be followed by action trails. The students can experiment with different methods to attain the same goals with regard to health and fitness.

Also:

- Influences on health and wellness
- Correlation between mental health and self-esteem
- Communications dealing with family relationships and peer pressure
- Refusal skills
- Prevention of violence abuse/available help
- Body systems and how they interact



### **II. INSTRUCTIONAL TIME:**

**Class Periods:**

**Length of Class Periods (minutes): 70 minutes**

**Length of Course:**

**Unit of Credit: N/A**

# PLANNED COURSE ADAPTATIONS/MODIFICATIONS

## Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

Assessment is an integral part of instruction reflecting student progress as well as achievement. Therefore, also included are suggestions for assessment modifications.

- Peer Support
- Cooperative learning among peers
- Modeling
- Development of Information Organizer
- Development of Graphic Organizer
- Development of structured study guides
- Student selection of instructional material (i.e., reading, writing, math)
- Taped lessons
- Copy notes (peer or teacher)
- Student conferencing
- Combine and vary modes of lesson presentation
- Adjust language level to match the developmental and intellectual levels of students
- Let student practice given examples first. Then assign tasks to be completed.
- Provide opportunity for guided and independent practice in a variety of situations
- Limit number and length of directions
- Have students repeat/review directions (i.e., peer to peer, student to teacher)
- Give feedback that is as immediate, specific, and objective as possible
- Clarify error responses so that students do not make the same errors over and over again
- Reinforce progress towards desired outcomes
- Breakdown complex tasks into smaller, more manageable units
- Use verbal prompts to elicit desired results
- Use manual guidance (i.e., hand over hand) to facilitate correct responses
- Computer assisted instruction
- Assessment based upon teacher observation of student performance (i.e., daily work, portfolio, artifacts, projects)
- Extended test time
- Test read to student by teacher or peer
- Oral testing (i.e., student retelling of information)
- Open book/note test
- Alternate testing (any demonstration of a student's understanding of concepts)
- Retesting
- Reduce the number of responses required on tests
- Use of curriculum based assessment
- Vary test format
- Objectively define mastery as related to each task. Tasks should be learned to mastery
- Reduce or remove distracting stimuli
- Use of concrete objects and manipulatives in all stages of instruction and assessment
- Emphasize important information
- Allow extra time to complete assignments/projects
- Limit the number of assigned tasks in the initial stages of learning. As the student's competency increases, expect the student to complete the same number of tasks as the rest of the class
- Use supplemental materials
- Alternate assignments accepted (i.e., modification to homework assignments)
- Flexible grouping/individual assistance
- Seating to accommodate needs
- Teacher proximity
- Use behavioral management techniques (i.e., contracts, time-out, token system, charts)

## PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

## **PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT**

### **The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:**

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum [instructional content and learning activities] and is evaluated through the TESTED curriculum [expected levels of student achievement - learning outcomes]
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an “active” document
- Special Pennsylvania Department of Education [PDE] legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

## PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent:** a brief overview of the course and program goals
- **Instructional Time:** frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes:** emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome:** describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities:** suggested activities designed to help all students achieve the learning outcomes and standards
- **Outcomes/Standards:** statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain
- **Expected Levels of Achievement (Learning Outcomes):** what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment):** student performance level achieved and measured through specified evaluation criteria

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Subject Title:** Health

**Discipline/Grade Level:** 8

**UNIT LESSON OUTCOME:** 1

Students will be able to use the three aspects of health to self-assess and plan for the future.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input checked="" type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input checked="" type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input checked="" type="checkbox"/>	10.4	<input checked="" type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input checked="" type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																		

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

<b>ESSENTIAL CONTENT OUTCOMES/STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES</b>  <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 1</b></p> <p>What does it mean to be healthy?</p> <p>How do I take control of my own health?</p> <p>What are the effects of heredity and environment on health?</p> <p>What is your current health status?</p> <p>What strategies can be used to keep all 3 aspects of health in balance?</p> <p>What steps need to be taken to pursue a healthY life?</p>	<p>Evaluate how a balance of physical, social and mental/emotional health leads to overall wellness</p> <p>Discuss how heredity can dictate physical characteristics and other aspects of health</p> <p>Use a personal inventory to self-assess the three aspects of health</p> <p>Develop a personal wellness contract to positively affect their decision-making in regards to their health</p> <p>Dramatize situations in order to practice decision-making skills; IE. 3 C'S, 7 step process, etc.</p>	<p>Role-playing</p> <p>Essay</p> <p>Log</p> <p>Observation</p> <p>Oral questioning</p> <p>Short answers</p> <p>Video tape</p> <p>Visuals</p> <p>Homework</p> <p>Class participation</p> <p>Quizzes</p> <p>Tests</p>	<p>Health textbook/Glencoe <u>Teen Health, Course 2</u></p> <p>Worksheets</p> <p>Videos</p> <p>Health related media; ie. Newspaper article, magazines, etc.</p>

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Subject Title:** Health

**Discipline/Grade Level:** 8

**UNIT LESSON OUTCOME:** 2

Students will be able to identify the location, function and purpose of the major body organs and systems.

<b>RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)</b>																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input checked="" type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input checked="" type="checkbox"/>	10.4	<input checked="" type="checkbox"/>	10.5	<input checked="" type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

<b>ESSENTIAL CONTENT OUTCOMES/STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES</b>  <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 2</b></p> <p>How is food digested?</p> <p>What is the function of the skeletal/muscular system?</p> <p>How does the endocrine system work?</p> <p>What is the body doing when a person breathes?</p> <p>What is the function of neurons?</p> <p>What are the parts of the nervous system?</p> <p>How does a person build immunity to a disease?</p>	<p>Summarize and explain how the “teamwork” aspect of systems contributes to the sustaining of life</p> <p>Identify and describe the major parts of each system</p> <p>Illustrate how oxygen flows from intake to exhalation</p> <p>Explain how nerves deliver messages to engage a given function</p> <p>Discuss and debate the way the immune system reacts to antigens</p>	<p>Diagrams</p> <p>Observation</p> <p>Oral questioning</p> <p>Oral reports</p> <p>Research paper</p> <p>Science demonstration</p> <p>Videotape</p> <p>Visuals</p> <p>Powerpoint presentation</p> <p>Quizzes</p> <p>Tests</p> <p>Group project</p> <p>Role-playing</p>	<p>Health textbook/Glencoe <u>Teen Health, Course 2</u></p> <p>Internet</p> <p>Worksheets</p> <p>Diagrams</p> <p>Overheads</p> <p>Models</p> <p>Videos</p> <p>Health related media</p>

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

Subject Title: Health

Discipline/Grade Level: 8

UNIT LESSON OUTCOME: 3

Students will be able to identify, characterize and explain prevention strategies for communicable and non-communicable diseases.

RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input checked="" type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work	13.1	<input type="checkbox"/>	13.2	<input type="checkbox"/>	13.3	<input type="checkbox"/>	13.4	<input type="checkbox"/>														

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

<b>ESSENTIAL CONTENT OUTCOMES/STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES</b>  <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 3</b></p> <p>What is an infection?</p> <p>What types of disease do germs cause?</p> <p>How is the spread of germs reduced?</p> <p>How is a cold different from the flu?</p> <p>How can people protect against disease?</p> <p>What are the common treatments for specific communicable and non-communicable diseases?</p>	<p>Differentiate between communicable and non-communicable diseases</p> <p>Explain how germs spread</p> <p>Explain the benefits of practicing abstinence until marriage</p> <p>Characterized common misconceptions about HIV/AIDS and how it is spread</p> <p>Explain the cause of cancer and heart disease</p> <p>Identify non-communicable diseases such as arthritis, diabetes and Alzheimer's</p> <p>Explain how asthma is managed</p> <p>Describe how allergies are treated</p>	<p>Role-playing</p> <p>Essay</p> <p>Observation</p> <p>Oral questioning</p> <p>Research paper</p> <p>Short answers</p> <p>Homework</p> <p>Class participation</p> <p>Individual reports</p> <p>Quizzes</p> <p>Tests</p>	<p>Health textbook/Glencoe <u>Teen Health, Course 2</u></p> <p>Life Skills workbook</p> <p>Worksheets</p> <p>Videos</p> <p>Health related media</p> <p>Internet</p>

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

**Subject Title:** Heath

**Discipline/Grade Level:** 8

**UNIT LESSON OUTCOME:** 4

Students will be able to evaluate the short and long term consequences of drug and alcohol abuse.

<b>RELATIONSHIP TO PA OUTCOMES/STANDARDS (Check Appropriate Graduation Outcomes)</b>																						
Communications	1.1	<input checked="" type="checkbox"/>	1.2	<input checked="" type="checkbox"/>	1.3	<input type="checkbox"/>	1.4	<input checked="" type="checkbox"/>	1.5	<input checked="" type="checkbox"/>	1.6	<input checked="" type="checkbox"/>	1.7	<input type="checkbox"/>	1.8	<input type="checkbox"/>						
Mathematics	2.1	<input type="checkbox"/>	2.2	<input type="checkbox"/>	2.3	<input type="checkbox"/>	2.4	<input type="checkbox"/>	2.5	<input type="checkbox"/>	2.6	<input type="checkbox"/>	2.7	<input type="checkbox"/>	2.8	<input type="checkbox"/>	2.9	<input type="checkbox"/>	2.10	<input type="checkbox"/>	2.11	<input type="checkbox"/>
Science & Technology	3.1	<input type="checkbox"/>	3.2	<input type="checkbox"/>	3.3	<input type="checkbox"/>	3.4	<input type="checkbox"/>	3.5	<input type="checkbox"/>	3.6	<input type="checkbox"/>	3.7	<input type="checkbox"/>	3.8	<input type="checkbox"/>	3.9	<input type="checkbox"/>				
Environment & Ecology	4.1	<input type="checkbox"/>	4.2	<input type="checkbox"/>	4.3	<input type="checkbox"/>	4.4	<input type="checkbox"/>	4.5	<input type="checkbox"/>	4.6	<input type="checkbox"/>	4.7	<input type="checkbox"/>	4.8	<input type="checkbox"/>	4.9	<input type="checkbox"/>				
Civics & Government	5.1	<input type="checkbox"/>	5.2	<input type="checkbox"/>	5.3	<input type="checkbox"/>	5.4	<input type="checkbox"/>														
Economics	6.1	<input type="checkbox"/>	6.2	<input type="checkbox"/>	6.3	<input type="checkbox"/>	6.4	<input type="checkbox"/>	6.5	<input type="checkbox"/>												
Geography	7.1	<input type="checkbox"/>	7.2	<input type="checkbox"/>	7.3	<input type="checkbox"/>	7.4	<input type="checkbox"/>														
History	8.1	<input type="checkbox"/>	8.2	<input type="checkbox"/>	8.3	<input type="checkbox"/>	8.4	<input type="checkbox"/>														
Arts & Humanities	9.1	<input type="checkbox"/>	9.2	<input type="checkbox"/>	9.3	<input type="checkbox"/>	9.4	<input type="checkbox"/>														
Health, Safety & PE	10.1	<input checked="" type="checkbox"/>	10.2	<input checked="" type="checkbox"/>	10.3	<input type="checkbox"/>	10.4	<input type="checkbox"/>	10.5	<input type="checkbox"/>												
Family & Consumer Science	11.1	<input type="checkbox"/>	11.2	<input type="checkbox"/>	11.3	<input type="checkbox"/>	11.4	<input type="checkbox"/>														
Career Education & Work		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>														

## LEARNING OUTCOMES/STANDARDS AND CONTENT/ACTIVITIES

*Statements of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.*

<b>ESSENTIAL CONTENT OUTCOMES/STANDARD</b>	<b>CONTENT &amp; INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES</b> <i>(Individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful:</i>	<b>ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT</b>	<b>RESOURCES AND MATERIALS</b>
<p><b>STANDARD 4</b></p> <p>What is the difference between physiological and psychological dependence?</p> <p>How is the human body affected by drug use?</p> <p>What is addiction?</p> <p>Why do people react differently to alcohol?</p> <p>What are the risks of drug and alcohol use on your physical, social and mental /emotional life?</p> <p>What are reasons to avoid substance abuse?</p> <p>Where can help be found for substance abuse?</p>	<p>Identify and explain forms of tobacco, how it harms the body, how it affects society and the cost of tobacco on society</p> <p>Discuss physical, social and mental/emotional consequences of using drugs and alcohol</p> <p>Explain the identification and treatment of alcoholism</p> <p>Name common drugs and the associated dangers of their use</p> <p>Identify signs of addiction</p> <p>Explain how people can get help for themselves, friends or family members in dealing with drug problems</p> <p>Analyze messages in the media and society about drug use</p> <p>Explain how drugs can have short and long term effects</p>	<p>Role-playing</p> <p>Essay</p> <p>Observation</p> <p>Oral questioning</p> <p>Research paper</p> <p>Short answers</p> <p>Video tape</p> <p>Visuals</p> <p>Homework</p> <p>Class participation</p> <p>Individual report</p> <p>Quizzes</p> <p>Tests</p>	<p>Health textbook/Glencoe <u>Teen Health, Course 2</u></p> <p>Life Skills workbook</p> <p>Worksheets</p> <p>Videos</p> <p>Current Health magazines</p> <p>Health related media</p> <p>Internet</p>