

## GRADE 8 UNIT OVERVIEWS

Unit overviews are designed to summarize the critical information needed by the student during comprehensive health education instruction. Each overview contains the Maryland State Content Standard, enduring understandings, essential questions, performance indicators, and key vocabulary arranged by unit. Each of these items has an explanation of its rationale to guide the learner. Key vocabulary to promote health literate students has been identified. It is suggested each student defines these words at the beginning of the unit to promote understanding. Teachers may select a variety of strategies to promote vocabulary acquisition including but not limited to: • Jigsaw • Explicitly teach and practice word use • Arrange a word wall • Context clues using the text • Possible sentences • Visual associations

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### Health Education Curriculum Grade 8: Unit Overviews **8th grade Mental and Emotional Health Unit Overview** Maryland State Content

**Standard I** – Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance one’s self-concept and one’s relationship with others. **Enduring Understanding:** *[This is the big picture of the unit, why you are here, and how this information will help you.]* Students will understand that... • Lifelong personal well-being is achieved through responsible actions based on healthy attitudes and behaviors. **Essential Questions:** *[These are questions you need to ask yourself to focus your learning.]* 1. How are effective

communication skills used to overcome barriers? 2. What are the warning signs of depression/suicide? 3. How do rejection, separation, and loss affect individuals? 4. How can applying a decision making process contribute to a healthy life? 5. How do individuals take responsibility to set, track, and achieve personal health goals? 6. What strategies can one use to maintain a positive self-image? 7. What strategies are used to attain personal goals? **Students will be able to... [This is what you need to know and do to show you have learned the information]** 1. Recognize and apply effective communication skills. 2. Identify and respond to signs of potential destructive behaviors. 3. Identify components to promote personal well-being. 4. Apply the decision-making process to personal issues and problems. 5. Recognize the nature of conflict and conflict-resolution. 6. Identify internal and external influences on self-image. 7. Implement a strategy and evaluate progress toward achieving personal goals. **Key vocabulary for understanding: [You are responsible to read and define these words to complete this unit]** Anxiety; depression; disorder; phobia; rejection; schizophrenia; tension, lifestyle factors, risk behaviors, character, accountability, cumulative risks, active listening, personality disorder, mood disorder HEALTH EDUCATION • ©2007 MCPS 189 Health Education

## Curriculum Grade 8: Unit Overviews **8th grade Safety and Injury Unit**

**Overview Maryland State Content Standard V** – Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and process to promote safe living in home, school, and community. **Enduring Understanding: [This is the big picture of the unit, why you are here, and how this information will help you.]** Proactive safety skills and injury avoidance promote lifelong wellness by reducing risks for injury and violence. **Essential Questions: [These are questions you need to ask yourself to focus your learning.]** 1. How can appropriate and responsible responses to emergencies reduce risks for injury and violence? 2. How can appropriate and responsible responses to sexual harassment reduce risks for injury and violence? **Students will be able to... [This is what you need to know and do to show you have learned the information]** 1. Demonstrate the ability to respond appropriately to situations that do not require emergency services. 2. Assess and respond appropriately to sexual harassment scenarios. **Key vocabulary for understanding: [You are responsible to read and**

**define these words to complete this unit]** Abusive; accident chain; confidentiality; crisis; cycle of violence; mediation; prejudice; proactive, first aid universal precautions, intimidation, sexual harassment, heat exhaustion, heatstroke, sprain, heat cramps

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## **8th grade Alcohol, Tobacco and Other Drugs Unit Overview**

**Maryland State Content Standard II:** Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address the non-use and abuse of medication, alcohol, tobacco and other drugs.

**Enduring Understanding:** *[This is the big picture of the unit, why you are here, and how this information will help you.]* Health literacy and resistance skills are essential to healthy choices promoting lifelong wellness.

**Essential Questions:**

**[These are questions you need to ask yourself to focus your learning.]** 1. What is appropriate and inappropriate use of alcohol, tobacco, and other drugs? 2. What consequences are the result of alcohol, tobacco, and other drugs use? 3. How are resistance skills used to avoid alcohol, tobacco, and other drugs use? 4. What services and/or resources are available for assistance and treatment of drug abuse? 5. How does the media influence drug use? 6. What are the legal consequences of alcohol, tobacco, and other drugs use? 7. What are social attitudes toward smoking?

**Students will be able to... [This is what you need to know and do to show you have learned the information]**

1. Distinguish between the appropriate and inappropriate use of prescription and OTC drugs and the resulting consequences. 2. Identify and apply tobacco use prevention strategies. 3. Describe the impact of addiction on individuals and society and identify resources for rehabilitation. 4. Identify factors that influence the use of tobacco, alcohol, and other drugs. 5. Classify a variety of psychoactive drugs and identify the consequences of their use and abuse. 6. Recognize and explain the legal ramifications of alcohol use and abuse in a variety of situations. 7. Determine appropriate and inappropriate use of steroids and the consequences of each.

**Key vocabulary for understanding:** *[You are responsible to read and define these words to complete this unit]* Addiction, enabler, amphetamines, cirrhosis, depressant, detoxification, FAS (Fetal Alcohol Syndrome), hallucinogen, inhalant, OTC, steroids, stimulant, synergism, treatment; tolerance; withdrawal, fatty liver, nicotine replacement therapies, drug misuse, side effects

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Curriculum Grade 8: Unit Overviews **8th grade Family Life and Human**

## **Sexuality Unit Overview Maryland State Content Standard IV:**

Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle. **Enduring**

**Understanding:** *[This is the big picture of the unit, why you are here, and how this information will help you.]* Responsible behaviors and practices influence relationships and lifelong wellness. Respecting differences in each other can promote positive interactions which can lead to tolerance, understanding, and empathy.

**Essential Questions:** *[These are questions you need to ask yourself to focus your learning.]*

1. How do the relationships that exist within families influence the development of adolescents? 2. How can the components of healthy relationships promote positive interactions with others? 3. How are individuals responsible to menstrual cycle? 4. What factors influence stereotyping and generalizations? 5. What are the benefits of remaining abstinent during adolescence? 6. How can I resist pressure to engage in sexual activity and maintain abstinence? 7. Why do people choose to engage in sexual activity? 8. What are the stages from fertilization through birth? 9. What are the components of prenatal care? 10. How are individuals affected by an unplanned pregnancy? 11. What character traits, skills, and knowledge contribute to successful parenting and promote safe living conditions for children? 12. What are the skills needed to be an effective parent? 13. What are methods of contraception and how is each used? 14. What are the components of a healthy relationship? 15. How can empathy and respect promote positive interactions with others? 16. Why do individuals stereotype or harass others? 17. How can empathy or tolerance reduce bullying, harassment, and stereotyping and contribute to a positive school environment? 18. Why do individuals' stereotype or harass others? HEALTH EDUCATION • ©2007

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*is what you need to know and do to show you have learned the information]* 1. Describe how family members influence the development of adolescents. 2. Identify and describe the components of a healthy relationship. 3. Describe the process of the menstrual cycle. 4. Recognize factors that influence an individual's decision concerning sexual behavior. 5. Explain the gestation process of fetal

development and maternal changes. 6. Explain the principles of prenatal care. 7. Explain the impact of teen pregnancy. 8. Recognize qualities necessary prior to parenting. 9. Describe methods of contraception. **Key vocabulary for understanding:** *[You are responsible to read and define these words to complete this unit]* Cervix; embryo; fetus; placenta; umbilical cord; uterus, divorce, unconditional love, domestic violence, neglect, sexual abuse, hernia, ovulation, menstrual cycle, conception

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## Unit Overviews **8th grade Disease Prevention and Control Unit**

**Overview Maryland State Content Standard VII:** Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease. **Enduring Understanding:** *[This is the big picture of the unit, why you are here, and how this information will help you.]*

Responsible disease prevention and control **behaviors** provide the foundation for lifelong wellness. **Essential Questions:** *[These are questions you need to ask yourself to focus your learning.]* 1. What are common misconceptions about risk factors and risk behaviors that increase susceptibility to disease? 2. What are the modes of treatment, signs, and symptoms of HIV/AIDS? 3. How does HIV infection progress to AIDS? 4. How do risk factors and risk behaviors contribute to non-communicable disease development? 5. How are common STDs/STIs avoided? **Students will be able to...** *[This is what you need to know and do to show you have learned the information]* 1. Describe risk factors and behaviors that influence contraction and transmission of communicable diseases or infections. 2. Recognize and describe symptoms, effects on the body, treatment, and prevention of HIV/AIDS. 3. Describe risk factors and behaviors that contribute to the development of non-communicable diseases. 4. Review the causes, symptoms, and prevention of STIs.

**Key vocabulary for understanding:** *[You are responsible to read and define these words to complete this unit]* AIDS (acquired immunodeficiency syndrome); contagious period; degenerative disease, congenital disorder, heredity, mononucleosis, tuberculosis, pneumonia, strep throat, opportunistic

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## Overviews **8th grade Nutrition and Fitness Unit Overview**

**Maryland State Content Standard VI:** Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote healthy lifestyles. **Enduring Understanding:** *[This is the big picture of the unit, why you are here, and how this information will help you.]* Eating plans and exercise programs during adolescence impact the quality of life during the entire life cycle. **Essential Questions:** *[These are questions you need to ask yourself to focus your learning.]* 1. How is a healthful weight managed and maintained? 2. What treatments are available for eating disorders? **Students will be able to...** *[This is what you need to know and do to show you have learned the information]* 1. Explain the relationship among food intake, physical activity, and weight management. 2. Identify and define various eating disorders. **Key vocabulary for understanding:** *[You are responsible to read and define these words to complete this unit]* Amino acids, caffeine, diet, Dietary Guidelines, eating disorders, fiber, heart attack, nutrient density, obesity, stroke, HEALTH EDUCATION • ©2007 MCPS 195 Health Education

## Curriculum Grade 8: Unit Overviews **8th grade Personal and Consumer**

**Health Unit Overview Maryland State Content Standard III:** Students will demonstrate the ability to use consumer knowledge, skills, and strategies to develop sound personal health practices involving the use of health care products, services, and community resources. **Enduring Understanding:** *[This is the big picture of the unit, why you are here, and how this information will help you.]* Health literate individuals are responsible for making health enhancing choices to promote lifelong wellness. **Essential Questions:** *[These are questions you need to ask yourself to focus your learning.]* 1. How do health literate individuals make responsible consumer choices? **Students will be able to...** *[This is what you need to know and do to show you have learned the information]* 1. Demonstrate the ability to access and describe health information, products, and services in order to become health literate consumers. 2. Demonstrate the ability to identify and practice health-enhancing behaviors and reduce health risks to live safer, healthier lives. **Key vocabulary for understanding:** *[You are responsible to read and define these words to complete this unit]* Health care system, preventive care, specialist, allied health professionals, health insurance, and managed care HEALTH EDUCATION • ©2007 MCPS 196