

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Health

Curriculum writing Committee:

Jessi Donnelly

Grade Level: 8

Date of Board Approval: __2021_____

DELAWARE VALLEY SCHOOL DISTRICT

Course Weighting

Participation	60%
Classwork / Homework	20%
Projects / Quizzes / Tests	20%
Total	100%

Curriculum Map

Overview:

The students will develop a framework of Social Emotional skills through the development of goal-setting, decision-making, and effective communication skills in addition to peer pressure refusal, pro-social bonding, and conflict resolution in the Too Good for Drugs Program Grade 8. The students also will analyze a variety of health related topics using various educational methods and activities.

Goals:

- 1. Unit One – Personal Skill Development**
Overview with time range in days: 5-7 Days

Unit One -Goals:

Understanding of:

- Setting reachable goals
- Making responsible decisions
- Identifying and managing emotions
- Effective communication
- Bonding and relationships

- 2. Unit Two –Drugs and Alcohol Skill Application**
Overview with time range in days: 5-7 Days

Unit Two -Goals:

Understanding of:

- Effects of alcohol use
- Effects of nicotine use
- Effects of THC and marijuana use
- Street drugs, prescription drugs, and OTC medicine
- Understanding risks associated with drug use/abuse

DELAWARE VALLEY SCHOOL DISTRICT

3. Unit Three - Safe use of Technology, Bullying/Cyberbullying, and Suicide Prevention Overview with time range in days: 4-5 Days

Unit Three - Goals:

Understanding of:

- Benefits and drawbacks of social media
- Responsible use of social media and technology
- Identifying the different types of bullying
- Bullying Prevention
- Suicide prevention

4. Unit Four: Growth and Development Time range in days: 4-5 Days

Unit Four - Goals:

Understanding of:

- The male and female reproductive systems
- Keeping the reproductive system healthy (Including STIs)
- Development from a single cell into a baby
- Possible causes of birth defects, including those due to substance use and abuse

DELAWARE VALLEY SCHOOL DISTRICT

Big Ideas:

- Building students' social-emotional skills can empower them to be strong learners, make healthy choices, and become more resistant to peer pressure.
- Students who learn and utilize good social-emotional skills, are more likely to have a positive attitude, make good decisions, avoid risky behaviors, get along with peers, and do better in school.
- Understanding of the development and care of the male and female reproductive systems, the stages of fetal development, the possible causes of birth defects.
- Communicable disease identification and prevention are essential for a healthy life.
- Responsible use of technology and social media prepare students to take ownership of their digital lives.
- Promoting bullying awareness by providing the basics about bullying, offering opportunities for discussion, ways to safely stand up to bullying, and how to get help, can set the stage for continued learning and prevention of bullying.
- Promoting suicide awareness and building on the essential knowledge and skills related to suicide are essential in suicide prevention.

Textbook and Supplemental Resources:

Mendez Foundation, *Too Good for Drugs Grade 8*, CE Mendez Foundation, Inc. 2018

National Institute on Drug Abuse

<https://teens.drugabuse.gov/teachers>

Alliance for a Healthier Generation

<https://www.healthiergeneration.org/>

Kids Health

<https://kidshealth.org/>

CDC

<https://www.cdc.gov/healthyschools/>

Common Sense Education

<https://www.commonsense.org/education>

Stop Bullying.gov

<https://stopbullying.gov>

Lifeline

<https://suicidepreventionlifeline.org/>

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit: Personal Skill Development

Time Range in Days: 5-7 lessons

Standards Addressed:

PA Academic Standards: 10.1.9A, 10.1.9C, 10.1.9D, 10.1.9E, 10.2.9B, 10.2.9D, 10.3.9C, 10.4.9F

National Health Education Standards: 1, 2, 4, 5, 6, 7

Eligible Content:

- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze factors that impact nutritional choices of adolescents.
- Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- Analyze the relationship between health-related information and adolescent consumer choices.
- Analyze and apply a decision-making process to adolescent health and safety issues.
- Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
- Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

Objectives:

- Define a goal. (DOK 1)
- Identify and apply the steps for setting and reaching a personal goal. (DOK 1)
- Identify and apply the criteria for naming a reachable personal goal. (DOK 1)
- Name a personal goal using the goal-setting model. (DOK 1)
- Recognize and manage potential obstacles that can get in the way of reaching a goal. (DOK 1)
- Define decision. (DOK)
- Demonstrate the ability to apply the steps in the Decision-Making Model. (DOK 2)
- Examine how goals, media, peers, and family influence decisions. (DOK 3)
- Demonstrate the effect decisions have on accomplishing goals. (DOK 2)
- Recognize that decisions are made every day. (DOK 1)
- Differentiate between impulsive behavior and thoughtful decisions. (DOK 3)
- Predict how decisions have consequences for self and others. (DOK 2)

DELAWARE VALLEY SCHOOL DISTRICT

- Relate managing emotions to success in life. (DOK 3)
- Demonstrate strategies to manage emotions. (DOK 2)
- Analyze how emotions and self-awareness influence decision making. (DOK 4)
- Demonstrate healthy ways to express feelings. (DOK 2)
- Discern the emotions of others. (DOK 2)
- Analyze the elements of interpersonal communication. (DOK 4)
- Distinguish assertive, aggressive, and passive communication styles. (DOK 2)
- Distinguish verbal and nonverbal communication. (DOK 2)
- Demonstrate assertive communication techniques. (DOK 2)
- Demonstrate active listening techniques to build and maintain healthy relationships. (DOK 2)
- Interpret how perception and emotions can influence communication. (DOK 2)
- Demonstrate ways to communicate care, consideration, and respect of self and others. (DOK 2)
- Compare healthy and unhealthy relationships. (DOK 2)
- Recognize the effects of negative peer pressure and peer influence. (DOK 1)
- Employ strategies to resist negative peer pressure and peer influence. (DOK 3)
- Recognize the effects of positive peer pressure and peer influence. (DOK 1)
- Recognize the benefits of belonging to a positive peer group. (DOK 1)
- Identify and bond with a positive peer group. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- In a cooperative learning episode, recall the steps and criteria to the goal setting process.
- During a guided learning activity, apply the steps and criteria of the goal setting process to a personal goal.
- Create a list of possible obstacles that can get in the way of your personal goal.
- Demonstrate the decision making model.
- Brainstorm the influence goals, media, peers, and family have on our decisions.
- Demonstrate the effect decisions have on accomplishing goals.
- Generate a list of decisions that are made every day.
- Demonstrate the difference between impulsive behavior and thoughtful decisions.
- In a cooperative learning episode, have the students predict how decisions have consequences for self and others.
- Create scenarios that relate managing emotions to success in life.
- Role play strategies to manage emotions.
- Discuss how emotions and self-awareness influence decision making.
- Brainstorm healthy ways to express feelings.

DELAWARE VALLEY SCHOOL DISTRICT

- Discuss the elements of interpersonal communication.
- List examples of assertive, aggressive, and passive communication styles.
- Review verbal and nonverbal communication and examples of each.
- Use cooperative learning to demonstrate assertive communication techniques.
- In a large group activity, demonstrate active listening techniques to build and maintain healthy relationships.
- Discuss how perception and emotions can influence communication.
- Demonstrate ways to communicate care, consideration, and respect of self and others.
- Using a t-chart, compare healthy and unhealthy relationships.
- In a partner activity, recognize the effects of negative peer pressure and peer influence.
- Use role play to demonstrate strategies to resist negative peer pressure and peer influence.
- Discuss the effects of positive peer pressure and peer influence.
- Discuss the benefits of belonging to a positive peer group.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Drug and Alcohol Skill Application

Time Range in Days: 5-7 lessons

Standards Addressed:

PA Academic Standards: 10.1.9A, 10.1.9B, 10.1.9C, 10.1.9D, 10.19E, 10.2.9A, 10.2.9B, 10.2.9C, 10.2.9D, 10.2.9E, 10.3.9D, 10.4.9C

National Health Education Standards: 1, 2, 3, 5, 6, 7, 8

Eligible Content:

- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze the interdependence existing among the body systems.
- Analyze factors that impact nutritional choices of adolescents.
- Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- Analyze the relationship between health-related information and adolescent consumer choices.
- Identify and describe health care products and services that impact adolescent health practices.
- Analyze media health and safety messages and describe their impact on personal health and safety.
- Analyze and apply a decision-making process to adolescent health and safety issues.
- Explain the interrelationship between the environment and personal health.
- Analyze the role of individual responsibility for safety during organized group activities.
- Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.

Objectives:

- Recognize the role expectations play in decision making. (DOK 1)
- Categorize the short-term and long-term effects of alcohol use on the teenage brain and body. (DOK 2)
- Evaluate the effects of alcohol use on reaching goals, decision making, managing emotions, communication, and relationships. (DOK 3)
- Predict the consequences of underage alcohol use. (DOK 3)
- Relate the benefits of positive health behaviors to their effect on preventing alcohol use. (DOK 2)
- Identify the various forms of tobacco products. (DOK 1)

DELAWARE VALLEY SCHOOL DISTRICT

- Identify the short-term, long-term and social consequences of tobacco use. (DOK 1)
- Compare the glamorous image and the reality of using tobacco products. (DOK 3)
- Assess the impact of product placement in media on perceptions and attitudes about tobacco use. (DOK 3)
- Categorize the stages of addiction and the associated behaviors. (DOK 2)
- Analyze the misperceptions of marijuana and its use. (DOK 4)
- Analyze the effects of marijuana on the body, particularly on brain function. (DOK 4)
- Identify the impact of marijuana use on reaching goals. (DOK 1)
- Identify the psychological addiction aspects of marijuana use. (DOK 1)
- Analyze risk and examine the developmental aspects of risk-taking. (DOK 4)
- Differentiate healthy and unhealthy risks and predict their outcomes. (DOK 3)
- Incorporate risk analysis into the Decision-Making Model. (DOK 3)
- Summarize the addictive and harmful effects of over-the-counter and prescription drug abuse. (DOK 2)
- Differentiate the appropriate use of, and the abuse of, prescription and over-the-counter drugs. (DOK 3)
- Distinguish the physical, psychological, social, and emotional consequences of abusing prescription and over-the-counter drugs. (DOK 2)
- Practice Goal Setting, Decision Making, Effective Communication, Managing Emotions and Relationship Management Skills. (DOK 2)
- Recall specific drug information and the effects of drug use on the body. (DOK 1)
- Identify the benefits of remaining healthy and drug-free. (DOK 1)

Core Activities and Corresponding Instructional Methods:

- Discuss the role expectations play in decision making.
- Brainstorm the short-term and long-term effects of alcohol use on the teenage brain and body.
- Discuss the effects of alcohol use on reaching goals, decision making, managing emotions, communication, and relationships.
- In a large group activity, predict consequences of underage alcohol use.
- Identify the various forms of tobacco products.
- List the short-term, long-term and social consequences of tobacco use.
- Compare the glamorous image and the reality of using tobacco products.
- Discuss the impact of product placement in media on perceptions and attitudes about tobacco use.
- Using a sequencing activity, categorize the stages of addiction and the associated behaviors.

DELAWARE VALLEY SCHOOL DISTRICT

- Discuss the misperceptions of marijuana and its use.
- Research the effects of marijuana on the body, particularly on brain function.
- Discuss the impact of marijuana use on reaching goals.
- Identify the psychological addiction aspects of marijuana use.
- Discuss risk and examine the developmental aspects of risk-taking.
- Differentiate healthy and unhealthy risks and predict their outcomes.
- Incorporate risk analysis into the Decision-Making Model.
- In a think-pair-share episode, summarize the addictive and harmful effects of over-the-counter and prescription drug abuse.
- Differentiate the appropriate use of, and the abuse of, prescription and over-the-counter drugs.
- In a jigsaw learning activity, identify the physical, psychological, social, and emotional consequences of abusing prescription and over-the-counter drugs.
- Practice Goal Setting, Decision Making, Effective Communication, Managing Emotions and Relationship Management Skills.
- Review specific drug information and the effects of drug use on the body.
- Discuss the benefits of remaining healthy and drug-free.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Growth and Development Unit

Time Range in Days: 4-5 lessons

Standards Addressed:

PA Academic Standards: 10.1.9A, 10.1.9B, 10.1.9E, 10.2.9D

National Health Education Standards: 4, 7, 8

Eligible Content:

- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze the interdependence existing among the body systems.
- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- Analyze and apply a decision-making process to adolescent health and safety issues.

Objectives:

- Identify the organs and structure of the male reproductive system. (DOK 1)
- Identify the organs and structure of the female reproductive system. (DOK1)
- Recognize ways to keep the reproductive system healthy. (DOK 1)
- Recall the signs and symptoms of various STIs. (DOK 1)
- Explore how a single cell develops into a baby. (DOK 3)
- Recognize the importance of prenatal care. (DOK 1)
- Identify factors that could cause birth defects. (DOK 1)
- Investigate the risks associated with substance use and abuse during pregnancy. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Discuss and label the parts of the male reproductive system and their function.
- Discuss and label the parts of the female reproductive system and their function.
- Research how to keep the male and female reproductive systems healthy.
- Through a jigsaw learning episode, the students will recognize the signs and symptoms of common STIs.
- Examine the stages of fetal development.
- Discuss the importance of prenatal care.
- Investigate and discuss the risk factors for birth defects, including substance use and abuse.

DELAWARE VALLEY SCHOOL DISTRICT

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment
- Project assessment

DELAWARE VALLEY SCHOOL DISTRICT

Unit: Safe Use of Technology and Bullying Prevention **Time Range in Days:** 4-5 lessons

Standards Addressed:

PA Academic Standards: 10.1.9A, 10.2.9.C, 10.2.9D, 10.3.9A, 10.3.9.C

National Health Standards: 1, 2, 3, 4, 5, 6, 7, 8

Eligible Content:

- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze media health and safety messages and describe their impact on personal health and safety.
- Analyze media health and safety messages and describe their impact on personal health and safety.
- Analyze the role of individual responsibility for safe practices and school and community.
- Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

Objectives:

- Explore ways that different digital media are, and aren't, designed to help them make good media choices. (DOK 3)
- Reflect on how digital media is designed to either help or hinder the addition of meaning and value to their lives. (DOK 3)
- Identify how to develop good, healthy habits when using digital media. (DOK 1)
- Identify reasons for using social media and the challenges that often come along with it. (DOK 1)
- Reflect on the responsibilities that are related to digital footprints (both their own and others) while using social media. (DOK 3)
- Identify ways to make the most of social media while still caring for the digital footprints of themselves and others. (DOK 1)
- Compare the risks and benefits of self-disclosure in relationships. (DOK 3)
- Identify the risks and potential consequences of sexting. (DOK 1)
- Utilize the Feelings & Options thinking routine to consider how to respond in situations where sexting could occur. (DOK 2)
- Identify ways to be an "upstander" or ally to someone being bullied. (DOK 1)
- Compare and contrast the potential challenges to responding to cyberbullying. (DOK 2)
- Identify warning signs of a possible suicide as they relate to real life situations. (DOK 1)
- Create scenarios that have warning signs related to suicide. (DOK 4)

DELAWARE VALLEY SCHOOL DISTRICT

- Demonstrate appropriate intervention skills. (DOK 2)

Core Activities and Corresponding Instructional Methods:

- Through guided learning, explore ways that different digital media are, and are not, designed to help them make good media choices.
- Compare and contrast digital media applications (APPS), and evaluate how digital media is designed to either help or hinder the addition of meaning and value to their lives.
- Discuss how to develop good, healthy habits when using digital media.
- Brainstorm reasons for using social media and the challenges that often come along with it.
- Through guided questioning, reflect on the responsibilities that are related to digital footprints (both their own and others) while using social media.
- Identify ways to make the most of social media while still caring for the digital footprints of themselves and others.
- Compare the risks and benefits of self-disclosure in relationships.
- Discuss the risks and potential consequences of sexting.
- Utilize the Feelings & Options thinking routine to consider how to respond in situations where sexting could occur.
- Demonstrate ways to be an upstander or ally to someone being bullied.
- Compare and contrast the potential challenges to responding to cyberbullying.
- Discuss warning signs of a possible suicide as they relate to real life situations.
- Create scenarios that have warning signs related to suicide.
- Demonstrate appropriate intervention skills and how to get help.

Assessments:

Diagnostic:

- Question and Answer
- Class discussion

Formative:

- Warm-up
- Check and recheck knowledge
- KWL chart

Summative:

- Written assessment

DELAWARE VALLEY SCHOOL DISTRICT

- Project assessment

DELAWARE VALLEY SCHOOL DISTRICT

APPENDIX

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled “Planned Instruction,” available on the district website

- _____ Hard copies of all supplemental resources not available electronically

- _____ The primary textbook form(s)

- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document

- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____