

# COURSE OF STUDY GUIDE

## LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: 8<sup>th</sup> Grade Health

DEPARTMENT: Health and Physical Education

DATE REVISED: June 2013

GRADE: 8th

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### I. COURSE ORGANIZATION

Length: 30 Days

Credits: \_\_\_\_\_

Periods Per Week: \_\_\_\_\_

Weighted: \_\_\_\_\_

Prerequisite: \_\_\_\_\_

### II. COURSE DESCRIPTION

By the end of 8<sup>th</sup>

### III. COURSE MISSION

The mission of Teitelman Health is to impart the knowledge of health and physical education concepts and skills that will empower 8th Grade health students to assume lifelong responsibility to develop physical, social, and emotional wellness.

### IV. DEPARTMENT MISSION

### VI. COURSE LEVEL ASSESSMENTS & BENCH MARKS

- Standard Forms  
Example: Students will identify, define, and use vocabulary words related to 8<sup>th</sup> grade health
- Written  
Example: Students will identify personal values  
Example: Students will analyze self-esteem, communication, decision making and relationships
- Public Speaking  
Example: Students will research alcohol, drug, or tobacco and share findings in a descriptive oral presentation.

## VII. POSSIBLE ASSESSMENT TASKS

*Written*

*Oral*

*Visual*

## VIII. CONTENT/SUGGESTED INSTRUCTIONAL TIME

### Content Pacing Guide & Standards

<b>Unit Title: Introduction to 8<sup>th</sup> Grade Science</b>		
<b>Content:</b> Class Expectations/Guidelines/Grading Let Me Tell You About Myself Personal Healthy Goal Setting	<b>Standards:</b> 2.1 A-E, 2.2 A-E, 2.3 A-C, 2.4 A-C, 2.5 A-C, 2.6 A	<b>Time Frame</b> 2 Days/Ongoing throughout course

<b>Unit Title: Communication</b>		
<b>Content:</b> “Mis-communication” Communication Directions “What Does Your Think?”	<b>Standards:</b> 2.1 A,E 2.2 A-E	<b>Time Frame</b> 2 Days/ Ongoing throughout course

<b>Unit Title: Self-Esteem</b>		
<b>Content:</b> Self-Esteem Worksheet Video- “Coping with Anger” and “In the Mix” “Letter to a Boy” Letter to Your Parent/Guardian	<b>Standards:</b> 2.1 A, E 2.2 A,C 2.4 A	<b>Time Frame</b> 2 Days

<b>Unit Title: Feelings</b>		
<b>Content:</b> Signs of Depressions Ways to address personal problems	<b>Standards:</b> 2.1 A, E 2.2 A-E 2.4 A	<b>Time Frame</b> 2 Days

<b>Unit Title: Relationships</b>		
<b>Content:</b> Parent/Guardian Interviews “I Love You” means? Challenge and Responsibilities of Teen Parenthood	<b>Standards:</b> 2.1 A, E 2.2 A-E	<b>Time Frame</b> 2 Days

<b>Unit Title: Decision Making</b>		
<b>Content:</b> Video-“Jacob Aranza, Reasonable Reasons to Wait” Worksheet	<b>Standards:</b> 2.1 A, E 2.2 A-E	<b>Time Frame</b> 2 Days

<b>Unit Title: Human Reproduction</b>		
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<b>Content:</b> Review of Human Reproduction The Right Choice-Abstinence! Contraceptive Methods “Miracle of Life”	<b>Standards:</b> 2.1 A-E 2.2 A-E 2.4 A-C	<b>Time Frame</b> 4 Days
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<b>Unit Title: Diseases</b>		
<b>Content:</b> Vaccinations and what they prevent! STD Pre-Test Teenage Risk for STDs Sexual Abstinence the best prevention for STDs /HIV/AIDS Video-“A Million Teenagers”	<b>Standards:</b> 2.1 A-E 2.2 A-E 2.4 A-C	<b>Time Frame</b> 2 Days

<b>Unit Title: Drugs</b>		
<b>Content:</b> Commonly used over-the-counter drugs Herbs, Organics, and Supplements	<b>Standards:</b> 2.1 A-E 2.2 A-E 2.3 A-C	<b>Time Frame</b> 2 Days

<b>Unit Title: Risks of Drugs/Alcohol/Inhalants</b>		
<b>Content:</b> Officer Perry- The law of dangers of drug use	<b>Standards:</b> 2.1 A-E 2.2 A-E 2.3 A-C	<b>Time Frame</b> 2 Days

<b>Unit Title: Substance Abuse Project</b>		
<b>Content:</b> Students will be assigned alcohol, drug, or tobacco substance to research and present to class.	<b>Standards:</b> 2.1 A-E 2.2 A-E 2.3 A-C	<b>Time Frame</b> 1 Week

## **IX. MODIFICATIONS: INCLUSION TECHNIQUES/ENRICHMENTS**

Possible instructional techniques may include but may not be limited to the following:

**Resource Center** – A course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

**Inclusion** – Peer tutoring, computer software, oral tests, visual organizers, study guides, and cooperative learning activities

**Enrichments** – Field trips, guest speakers, brochure design, simulations, drama, and poetry

Students are provided with a basic text and/or supplemental curricular materials that are used for assigned readings, discussion, and information gathering. Through teacher-directed instructional activities, students are asked to acquire knowledge, develop an understanding of content, apply information to their own lives, analyze data, synthesize material, and make evaluative judgments.

When planning each lesson, teachers select specific objectives, organize material to achieve maximum understanding, make associations, and check for understanding at frequent intervals. Technology materials are used when appropriate. Suggestions for specific assignments and student activities are found in the teacher’s resource guide of the approved textbook series.

**X. INTERDISCIPLINARY CONNECTIONS/MULTICULTURAL MATERIALS**

*Videos:*

*Illustrations:*

*Art:*

*Music:*

*Other Subjects*

**XI. MATERIALS/TECHNOLOGY**