

8th Grade Healthy Family Living

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Goals/Mastery Outcomes: *(Students will be able to...)*

- H.8.1. *Investigate how decision making reduces health risks*
- H.8.2. *Investigate communication skills related to social health*
- H.8.3. *Outline various changes of life*
- H.8.4. *Personalize the food pyramid to plan healthy meals*
- H.8.5. *Evaluate behaviors that reduce the risk of diseases*
- H.8.6. *Analyze the effects of substance abuse to predict consequences*
- H.8.7. *Demonstrate first aid, including cardiopulmonary resuscitation (CPR)*

Personal Health

- Define wellness and summarize the relationships between self-esteem and wellness
- Explain how self-esteem affects the ability to make responsible decisions and practice health enhancing behaviors
- Describe which refusal skills are most helpful in resisting risky behaviors commonly associated with adolescence
- Give examples of how media affects teenage choices and behaviors
- Summarize how making responsible choices can contribute to wellness

Mental/Emotional & Social Health

- Describe how to build self-esteem and good mental health
- Summarize the importance of stress management for wellness
- Investigate ways of resolving conflicts

Growth and Development

- Describe the importance of healthy choices and behaviors for proper growth and development
- Give examples of the physical, mental and social changes and adjustments necessary for the various stages of life (infants to old age)

Nutrition and Fitness

- Recommend ways to eat healthy when eating fast foods
- Describe the importance of limiting certain foods containing substances such as sodium, cholesterol, certain fats, sugars and caffeine
- Evaluate the relationship between nutrition and disease, including eating disorders and weight control
- Summarize the relationship between calories and activity

Prevention and Treatment of Illness and Disease

- Evaluate health behaviors that can reduce the risk of disease
- Describe the most common STDs and how to prevent them
- Identify voluntary, professional and government health organizations that protect against diseases
- Summarize what causes non-communicable diseases (heart disease & cancer)

Substance Abuse Prevention

- Give examples of factors that may influence the effects of drugs
- Describe healthy alternatives to substance abuse/use
- Identify resources available for drug counseling, rehabilitation and information
- Explain current trends in drug and alcohol use among teenagers
- Investigate current laws pertaining to illegal substances

- Demonstrate ways to say no to drugs and peer pressure

Safety, 1st Aid and Violence

- Demonstrate basic first aid procedures for common emergencies (including CPR)

Instructional Strategies:

Health is taught through various methods such as:

- Paired or group cooperative activities and problem solving exercises
- Lecture with note-taking
- Technology related activities
- Whole class question and answer discussions
- Practice activities for vocabulary and comprehension
- Playing games for review and reinforcement

Resources:

- Health and Wellness (Macmillan/McGraw-Hill) ó at home textbook and a classroom textbook
- Various handouts

Assessments:

In Health, assessments are varied:

- Tests/Quizzes at end of chapter or unit
- Homework or class work (vocabulary and concept comprehension)
- Various activities and projects for units (written, artistic, technological, etc.)

Some examples of 8th grade major assignments are a self concept report, drug effects poster, stress release manual, diet analyze report, and CPR certification.

Homework:

- Students can expect homework 2-4 nights a week on average. Often it is reading or simply completing an activity begun in class. If there is homework, it is **posted on Skyward**.
- Students should keep homework assignments and vocabulary activities (in their folder) to study for tests/quizzes.

Grading:

- Students are graded on a total point system. Projects, tests and quizzes are worth more points than homework & class work assignments.
- Grades lower than 50 will be entered as a 50 but a comment will indicate what the actual score was.
- With any assessment where a second attempt is made, the first attempt will be entered in the comment area. (Further Attempts ó Further learning must be shown. This process will be determined by a student/teacher meeting).

$$\begin{aligned}A &= 92 - 100 \\B &= 83 - 91 \\C &= 74 - 82 \\D &= 65 - 73 \\F &= 64 \text{ and below}\end{aligned}$$

Please see the Healthy Family Living section of the Pleasantdale Middle School website for further specific information on classroom expectations, materials needed, and grading procedures.

Please do not hesitate to contact me at anytime with questions or concerns about the curriculum, assignments or grades.