

Link to KSDE Standards = [here](#)

Textbook = The Goodheart-Willcox Essential Health Skills for HS (Human Development, Relationships, and Sexual Health)

Textbook for 6.2 (first aid) and 7.1 (personal hygiene) = The Goodheart-Willcox Essetial Health Skills for High School

8th Grade Health - Pacing Guide

Elective Course Name: 8 th Grade Health		TIME FRAME: 2 Weeks	
UNIT 1			
Unit Topics:		Unit Planning Considerations:	
Life Skills		Project Based Learning/Resources /Technology Integration/ ELA Integration	
WEEK 1 - pages numbers in <ul style="list-style-type: none">● Drug Abuse (8-12)● Making Decisions (14-16)● Media Influence (18-21)● Coping with Anxiety (22-27) WEEK 2 <ul style="list-style-type: none">● Coping with Anger (28-30)● Social Skills (32-34)● Assertiveness (38-45)● Resolving Conflict (46-49)● Resisting Peer Pressure (50-54)	Formative: Life Skills Booklet End of Unit: None	Project Based Learning Opportunities: Technology Integration: -None (all on paper)	
		Vocabulary -No specific vocab	Resources Life Skills Booklet Essential Question <i>To provide an organized way for students to have the knowledge and skills necessary to:</i> -increase self esteem -increase your ability to make decisions and solve problems -communicate effectively -avoid misunderstandings -manage anxiety -make new friends -stand up for your rights -say no to unfair requests -resist advertising pressures -resist pressure to use drugs
		KSDE Standards: -Impact of participation and engagement within the community -validity of information on health care products and services -interpersonal and intrapersonal influences on health choices -informed consumer choices regarding health -refusal skills -responsible behaviors within relationships -prevention and response to mental violence (bullying/abuse) -media safety -importance of expressing emotions in a productive and healthy manner -character development -stress management and coping skills -bullying/harassment prevention -develop positive relationships -addictive substances and effects on all dimensions of health -media, social influences, and peer pressure of drug usage -prevention of drug abuse	

Elective Course Name: 8th Grade Health
UNIT 2

TIME FRAME: 1 Week

Unit Topics:

Puberty & Body Changes

Unit Planning Considerations:

Project Based Learning/Resources /Technology Integration/ ELA Integration

WEEK 3

7.1 Personal Hygiene

- (1 day, textbook page 392-402)
- discuss how to care for your skin, hair, and nails
 - describe ways for caring for your teeth
 - summarize strategies for keeping your eyes and ears healthy

9.4 Understanding Development

- (2 days, PowerPoint or Textbook Reading page 27-37 and Note Guide)
- Differentiate among types of development
 - Explain stages of development
 - List ways of coping with loss and grief

9.5 Adolescence and Puberty

- (2 days, PowerPoint or Textbook Reading pages 38-44 and Note Guide)
- Explain physical development during puberty
 - Describe intellectual development during adolescence
 - Explain how adolescents' development emotionally and socially
 - Assess how to handle common health and wellness issues of adolescence

Formative:

-notes

End of Unit:

-none

Vocabulary

- 7.1
- acne
 - cavities
 - dandruff
 - gingivitis
 - live
 - plaque
 - sunscreen
- 9.4
- disability
 - early childhood
 - grief
 - human life cycle
 - middle childhood
 - milestones
- 9.5
- adolescence
 - menarche
 - nocturnal emissions
 - primary sexual characteristics
 - puberty
 - secondary sexual characteristics

Project Based Learning Opportunities:

Technology Integration:

- online access to book
- PowerPoints

Resources

- Textbook
- PowerPoint
- Notes/ Worksheets

Essential Question

- 9.4 - How do people develop and change over time?
- 9.5 What changes occur during adolescence and puberty?

KSDE Standards:

- adolescent health care product information
- seek reliable consumer advice
- changes during puberty
- male and female reproductive systems
- seeking reliable adult advice
- character development
- mental health terminology
- coping with loss and grief
- relationship between body image and self-esteem
- proper adolescent hygiene habits
- importance and strategies to seek personal health care

Elective Course Name: 8 th Grade Health UNIT 3		TIME FRAME: 1 Week	
Unit Topics: Relationships (Healthy vs. Unhealthy, Online Safety, Dating, Abstinence)		Unit Planning Considerations: Project Based Learning/Resources /Technology Integration/ ELA Integration	
WEEK 4 <u>9.6 Understanding Romantic Relationships</u> (2 Days, Textbook page 45-54 or PowerPoint and Notes/worksheet) -analyze the qualities of a healthy romantic relationship -describe skills for having healthy romantic relationship -identify healthy ways to handle a breakup <u>9.7 Practicing Sexual Abstinence</u> (1 Day, Textbook page 55-65 or PowerPoint and Notes/worksheet) -analyze factors that influence sexual behavior -discuss why abstinence is a healthy choice for teens -employ strategies for practicing abstinence <u>10.1 Bullying and Cyberbullying</u> (1 Day, Textbook page 68-78 or PowerPoint and Notes/worksheet) -explain how bullying affects health and ways to be an upstander and ally	Formative: -notes End of Unit: -none	Project Based Learning Opportunities: Technology Integration: -online access to book -PowerPoints	KSDE Standards: -resources in the community for improved health -local /state laws, ordinance and policies --refusal skills -responsible behaviors within relationships -potential outcomes of sexual activity -seeking reliable adult advice regarding relationships, dating, and sexual activity -laws associated with sexual behaviors -prevention and response to sexual violence, mental violence, social violence -bullying /harassment prevention -develop positive relationships
	Vocabulary 9.6 -attraction -breakup -dating -infatuation -love -passion -sexting 9.7 -oxytocin -sexual abstinence -sexual activity -sexual intercourse 10.1 -bullying -bystander effect -cyberbullying -harassment	Resources -Textbook -PowerPoint -Notes Essential Question 9.6 - How do you know if a romantic relationship 9.7 -What are the benefits of choosing sexual abstinence? 10.1 - How can you stand up to bullying and cyberbullying 10.2 What steps can you take to create a culture free from sexual harassment and assault?	

<ul style="list-style-type: none">-give examples of cyberbullying-assess strategies for preventing bullying and cyberbullying 10.2 Sexual Harassment and Assault (1 Day, Textbook page 80-90 or PowerPoint and Notes/worksheet) <ul style="list-style-type: none">-explain the meaning of sexual violence-describe types of sexual harassment-identify ways to prevent and respond to sexual assault	<ul style="list-style-type: none">-safe zones-upstander-violent behavior 10.2 <ul style="list-style-type: none">-age of consent-legal consent-rape-sexual assault-sexual harassment-sexual violence-statutory rape		
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Elective Course Name: 8th Grade Health
Unit 4

TIME FRAME: 1.5 Week

Unit Topics:

Endocrine System, Male & Female Reproductive Systems

Unit Planning Considerations:

Project Based Learning/Resources /Technology Integration/ ELA Integration

WEEK 5 9.1 The Male Reproductive Systems (2 days, Textbook pages 2-7, notes/worksheets) -identify the organs of the male reproductive system -describe disease and disorders of the male reproductive system -explain the steps of properly caring for the male reproductive system 9.2 The Female Reproductive System (2 days, Textbook pages 8-17) -explain how the organs of the female reproductive system work together produce new life -identify diseases and disorders of the female reproductive system -explain the steps in properly caring for the female reproductive system 1 review day 1 day for quiz over reproductive system	Formative: Worksheets Quizlet End of Unit: Female/Male Reproductive System Quiz	Project Based Learning Opportunities: -Quizlet Live for review games Technology Integration: Online textbook, quizlet review game	KSDE Standards: -validity of information on health care products and services -adolescent health care product information -informed consumer choices regarding health -seek reliable consumer health advice -changes during puberty -male and female reproductive systems -prevention for sports related injury -relationship between body image and self-esteem -major body systems, anatomy, functions, relationships between systems -proper adolescent hygiene habits -important and strategies to seek personal health care
	Vocabulary -ejaculation -erection -male reproductive system -penis -prostate -semen -sperm -testes -vas deferens -cervix -egg -fallopian tube -female reproductive system -menstruation -obstetrician/gynecologist (OB/GYN) -ovaries -ovulation -uterus -vagina	Resources -Textbook -Notes -Quizlet Essential Question 9.1 What role does the male reproductive system play in creating life? 9.2 What role does the female reproductive system play in creating life?	

Elective Course Name: 8th Grade Health
UNIT 5

TIME FRAME: 1 Week

Unit Topics:

Sexually Transmitted Infections

Unit Planning Considerations:

Project Based Learning/Resources /Technology Integration/ ELA Integration

WEEK 6

11.1 (Common STI)

(3 days, textbook pages 112-124, notes/worksheets)
 -analyze how STIs spread and affect the body
 -identify the symptoms of common bacterial STIs
 -discuss why trichomoniasis often goes untreated
 -analyze the effects of common viral STIs
 -discuss other sexually associated infection

11.2 (HIV/AIDS)

(1 day – textbook 125-132, notes)
 -differentiate between HIV and AIDS
 -list signs and symptoms of HIV/AIDS
 -explain how HIV/AIDS is diagnosed and treated
 -describe ways of preventing HIV transmission

11.3 (Preventing and Treating STIs)

(1 day, textbook 133-138, notes)
 -analyze the effectiveness of different methods of preventing STIs
 -list three critical components for effective treatment of an STI

Formative:

-Notes

End of Unit:

-quiz

Vocabulary

-asymptomatic
 -chlamydia
 -genital herpes
 -gonorrhea
 -hepatitis
 -human papillomavirus (HPV)
 -pelvic inflammatory disease (PID)
 -sexual history
 -sexual transmitted infections (STIs)
 -syphilis
 -trichomoniasis
 -acquired immunodeficiency syndrome (AIDS)
 -antiretroviral therapy (ART)
 -human immunodeficiency virus
 -opportunistic infections
 -post-exposure prophylaxis
 -pre-exposure prophylaxis (PrEP)
 -condom
 -external condom
 -internal condom
 -reinfection

Project Based Learning Opportunities:

Technology Integration:

-online textbook access

Resources

-Textbook
 -PowerPoint
 -Notes

Essential Question

11.1 How do sexually transmitted infections (STIs) affect the reproductive system?
 11.2 How does HIV/AIDS develop?
 11.3 What skills can people use to prevent and get treatment for STIs?

KSDE Standards:

-validity of information on health care products and services
 -adolescent health care product information
 -informed consumer choices regarding health
 -seek reliable consumer health advice
 -responsible behaviors within relationships
 -potential outcomes of sexual activity
 -seeking reliable adult advice regarding relationships, dating, and sexual activity
 -characteristics of healthy and unhealthy relationships
 -importance and strategies to seek personal health care
 -disease prevention skills
 -common causes of death, illness and disorders
 -relationship between lifestyle choices and disease prevention
 -differences between bacterial, viral and fungal infections
 -structure/function of the immune system

UNIT 6
Unit Topics:

Health Pregnancy/Childbirth, Preventing Pregnancy

Unit Planning Considerations:

Project Based Learning/Resources /Technology Integration/ ELA Integration

WEEK 7
11. 4 Teen Pregnancy / Parenthood

(3 days, textbook pages 141-150 and notes and activity on cost of pregnancy/baby activity)

-assess the effectiveness of different methods of preventing pregnancy

-describe the options available if an unplanned pregnancy occurs

-explain the physical, social, emotional, and economic effects of teen pregnancy

9.3 Conception, Pregnancy and Birth

-(2 days - Textbook page 18-26 notes)

-explain what happens during conception

-outline what happens during the stages of prenatal development

-describe what happens during each stage of childbirth

WEEK 8

(3 -4 days – pregnancy month project

-students work with a partner to research a specific month of pregnancy and create a poster, they will share with the class what they learned and what occurs to the mom and baby during that month of pregnancy.

Formative:

 -pregnancy worksheets
 -month of pregnancy project

End of Unit:
Vocabulary

 -adoption
 -child support
 -custody
 -legal fatherhood
 -safe haven laws
 -teen parenthood
 -teen pregnancy
 -cesarean section
 -chromosome
 -conception
 -embryo
 -fetus
 -labor
 -placenta
 -prenatal care
 -prenatal development
 -zygote

Project Based Learning Opportunities:

-pregnancy month project

Technology Integration:

 -online textbook
 -video from T&L about pregnancy

Resources

 -Textbook
 -PowerPoint
 -Notes

Essential Question

11.4 - What are the effects of pregnancy that occur during the teen years?

9.3 - What happens during pregnancy and birth?

KSDE Standards:

-validity of information on health care products and services

-intrapersonal and interpersonal influences on health choices

-seeking reliable consumer health

-responsible behaviors within relationships

-potential outcomes of sexual activity

-seeking reliable adult advice regarding relationships, dating, and sexual activity

 -laws associated with sexual behaviors
 -nutritional needs through stages of development

-major body systems, anatomy, functions

-importance and strategies to seek personal health care

-medical resources, health screenings

UNIT 7

Unit Topics:

Contraception

Unit Planning Considerations:

Project Based Learning/Resources /Technology Integration/ ELA Integration

WEEK 9

12.2 What is Contraception?

(1 day) Textbook page 162-168, and notes)

- recognize pregnancy prevention facts and myths
- identify different types of contraception
- analyze factors to consider when making decisions about contraception

12.3 Barrier Methods

(1 day Textbook page 169-174, notes)

- explain how barrier methods reduce the risk of pregnancy
- understand how different types of barrier methods are used

12.4 Hormonal Methods

(2 days Textbook 175-182, notes)

- understand how hormonal methods prevent pregnancy
- distinguish between different types of hormonal methods
- explain how emergency contraception helps prevent pregnancy after sexual intercourse

12.5 Natural Methods and Sterilization

- explain how natural methods reduce the risk of pregnancy
- describe the process of sterilization

Formative:

-notes

End of Unit:

- quiz over potential outcomes of sexual activity

Vocabulary

- barrier method
- contraception
- hormonal methods
- natural methods
- sterilization
- cervical cap
- contraceptive sponge
- diaphragm
- spermicide
- birth control implant
- birth control patch
- birth control shot
- emergency contraception
- intrauterine device (IUD)
- oral contraceptives
- vaginal ring
- fertility awareness method (FAM)
- tubal ligation
- vasectomy
- withdrawal

Project Based Learning Opportunities:

Technology Integration:

- online access to textbook

Resources

- Textbook
- PowerPoint
- Notes

Essential Question

12.2 - What is the purpose of contraception, and what is the most effective method?

12.3 - How do barrier methods help prevent pregnancy?

12.4 - How do hormonal methods work to prevent pregnancy?

12..5 - How do natural methods and sterilization help reduce the risk of pregnancy?

KSDE Standards:

- validity of information on health care products and services
- informed consumer choices regarding health
- seek reliable consumer health advice responsible behaviors within relationships (communication, abstinence, etc)
- potential outcomes of sexual activity
- seeking reliable adult advice regarding relationships, dating, sexual activity
- importance and strategies to seek personal health care
- disease prevention skills
- medical resources, health screenings and treatment methods for disease

Elective Course Name: 8th Grade Health**TIME FRAME: 1 Week****UNIT 8****Unit Topics:**

First Aid

Unit Planning Considerations:

Project Based Learning/Resources /Technology Integration/ ELA Integration

WEEK 10**6.2 Providing First Aid**

(3 days, Textbook page 337-348)

- describe the first steps a person should take to provide first aid
- explain how to provide first aid for wounds such as cuts, scrapes, punch wounds, bites, stings and burns
- identify the steps for responding to a medical emergency

Formative:

- notes

End of Unit:

- none

Project Based Learning Opportunities:

- scenario task cards

Technology Integration:

- online textbook

KSDE Standards:

- informed consumer choices regarding health
- seek reliable consumer health advice
- basic first aid skills
- injury prevention at home, school and community
- prevention for sports, physical activity and recreation related injury
- resources for safety and injury prevention and response
- unintentional injury
- prevention and response to physical violence
- importance and strategies to seek personal health care
- common causes of death, illness and disorders
- medical resources, health screenings and treatment methods for disease
- relationship between lifestyle choices and disease prevention
- treatment, intervention and prevention of drug overdose

Vocabulary

- automated external defibrillator (AED)
- cardiopulmonary resuscitation (CPR)
- first aid
- first aid kit
- five and five method
- medical emergency
- shock
- standard precautions

Resources

- Textbook
- PowerPoint
- Notes

Essential Question

6.2 - what skills do you need to provide first aid for injuries and medical emergencies?