# Course Overview: 2014-2015

## Course:
8th Grade Health Education

## Teacher:
Kitka/Klein

## Course Introduction:
The students will learn about several different areas of health over the semester. The focus for the semester will be on bullying, growth & development, and finally hygiene.

## Course Text or Student Materials:
There is no required text for this class. Students will be responsible to have the following materials; notebook or notebook paper, writing utensil, and a pocket folder.

## Units of Study:

1. **Bullying**
   a. **Conflict & Resolution**
   b. **Harassment**
      i. Sexual
      ii. Verbal
      iii. Physical
      iv. Cyber

2. **Human Anatomy**
   a. **Heart**
      i. Blood circulation
      ii. Areas of the heart
      iii. Function of the heart
   b. **Major Skeletal System**
      i. Femur
      ii. Humorous
      iii. Vertebrae
      iv. Skull
      v. Ulna
      vi. Radius
      vii. Tibia

## Student Objectives:

### Bullying
1. The Students will be able to identify the various types of bullying; physical, verbal, cyber, and sexual harassment.
2. The Students will be able to identify the types of sexual harassment and what to do if it occurs to them.

### Human Anatomy
1. The students will be able to identify and label the bones correctly on a complete skeleton model.
2. The students will be able to identify and label the bones of the hand and foot correctly.
3. The students will be able to identify and label the bones of the skull and spine correctly.
4. The students will be able to identify and label the muscle of the anterior and

## Standards/Anchors:

1. **10.1.3B** – Identify & know the location & function of the major body organs and systems.
   - Circulatory
   - Respiratory
   - Muscular
   - Skeletal
   - Digestive

2. **10.1.6B** – Identify and describe the structure and function of the major body systems
   - Nervous
   - Muscular
   - Reproductive

3. **10.1.6E** – Identify health problems that can occur throughout life and describe ways to prevent them.
   - Disease (cardiovascular disease)
   - Preventions (maintain proper weight, eat a balanced diet, by physically
viii. Fibula
ix. Carpals
x. Tarsal’s
xi. Phalanges
xii. Ribs
xiii. Pelvis

c. Muscular System
i. Bicep
ii. Triceps
iii. Quadriceps
iv. Hamstring
v. Calf
vi. Abdominal
vii. Pectoral
viii. Trapezium
ix. Deltoid
x. Rotator Cuff

d. Bone Fractures
i. Simple
ii. Compound
iii. Spiral
iv. Transverse
v. Oblique
vi. Segmented
vii. Torsal

e. Types of Joints
i. Saddle
ii. Hinge
iii. Pivot
iv. Ball & Socket
v. Gliding
vi. Ellipsoidal

f. Body Systems
i. Nervous
ii. Cardiovascular
iii. Endocrine
iv. Excretory
v. Digestive

posterior body correctly
5. The student will be able to identify the several different types of bone fractures when they are shown.
6. The students will be able to identify and label the several different types of joints.
   o Hinge, Gliding, Ball & Socket, Pivot, Ellipsoidal, Saddle.
7. The students will be able to identify the various parts of the heart by labeling their diagram correctly.
8. The students will be able to identify the various parts of the heart by reading the definitions for each part of the heart.
9. The students will be able to identify the nine major body systems.
10. The Student will be able to define the functions of each organ in each of the body systems.

Nutrition
1. There will be a class introduction to the new health unit, nutrition.
2. The information will be an introduction to nutritional fact labels and obesity
3. The students will be able to read a nutritional fact label and determine if what they are eating is healthy for them.
4. The students will be able to determine which fast food restaurant is the healthiest for you by graphing predetermined nutritional facts.
5. The students will be able to determine how unhealthy/healthy fast food really is by class discussion and by observing Nutritional Standards.
6. The students will observe what fast food can do to the major body systems by

10.1.9E – Analyze the interdependence existing among the body systems.
10.1.12B – evaluate factors that impact the body systems and apply protective/preventive strategies.
   - Fitness level
   - Health status (physical, mental, social)
   - Nutrition

10.2.9C – Analyze media health and safety messages and describe their impact on personal health and safety.
10.2.12D – Examine and apply a decision-making process to the development of short and long-term health goals (personal fitness).
10.3.12D – Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
10.4.6B – Identify and apply ways to monitor and assess the body’s response to moderate to vigorous physical activity.
   - Heart rate monitoring
   - Checking blood pressure
   - Fitness assessment

10.4.9A – Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
10.4.9B – Analyze the effects of regular participation in moderate to vigorous physical
vi. Muscular
vii. Skeletal
viii. Reproductive
ix. Respiratory

3. Nutrition
   a. Food Pyramid
   b. Nutrition Food Labels
      i. Reading Food Labels
   c. National Health Standards
   d. Fast Food Side Effects
   e. Supersize Me Video

4. Personal Fitness
   a. Target Heart Rates
   b. Body Mass Index
   c. FITT Principle
   d. Skill Related Fitness
   e. Health Related Fitness
   f. Stretching techniques
   g. Weight Lifting fundamentals

   watching the documentary “Super Size Me.”

   **Personal Fitness**
   1. The students will be able to determine their personal target heart rates by completing the process correctly while following along with the teacher and the worksheet.
   2. The students will be able to determine their own personal BMI by completing the worksheet.
   3. Students will also learn what the pros and cons of the BMI could be.
   4. The students will identify the FITT principle.
   5. They will be able to take the FITT principle and create their own workout regime.
   6. The students will be able to list the 6 skill related components of fitness and be able to identify particular exercises to improve each component.
   7. The students will be able to list the 5 health related components.
   8. By the end of the class period the student will be able to identify the key elements to stretching and weight lifting properly so they will not injure themselves.

   activities in relation to adolescent’s health improvement.
   - Stress management
   - Disease prevention
   - Weight management

   **10.4.9C** – Analyze factors that affect the responses of the body systems during moderate to vigorous physical activities.
   - Exercise (climate, altitude, location, temperature)
   - Healthy fitness zone
   - Individual fitness status (cardio respiratory fitness, muscular endurance, muscular strength, flexibility)

   **10.4.9D** – Analyze factors that affect physical activity preferences of adolescents.
   - Skill competence
   - Social benefits
   - Previous experience
   - Activity confidence

   **10.4.12D** – Evaluate factors that affect physical activity and exercise preferences of adults.
   - Personal challenge
   - Physical benefits
   - Finances
   - Motivation
   - Access to activity
   - Self-improvement

   **10.5.9D** – Identify and describe the principles of training using appropriate vocabulary.
   - Specificity
   - Overload
   - Progression
10.5.12C – Incorporate and synthesize knowledge of exercise principles, training principles, health and skill-related fitness components to create a fitness program for personal youth.

Instructional Plan:

Everyday in class will follow the same lesson plan layout set by the district. As the students enter the classroom they will be asked to complete the daily bell ringer, which is a question that will get the students to start thinking about the day’s lesson. Once attendance is complete the students will than review the bell ringer as a class. The main area of the instructional plan will be the daily lesson. The daily lesson will take many forms during this course. Lessons will include lectures, projects, class discussions, and audiovisual components. Following the main portion of the lesson, there will be a review of the day’s lesson followed by an exit question, which allows the students to leave class by answer a question about the day’s lesson correctly.

Student Assistance:

Various assistances will be established based on the requirements of the students. With the help of special education educators, tests, assignments, notes, and projects will be adapted appropriately. Any other students that also may need assistances may do so by asking for one on one instruction during advisory, before school, and after school.
**Assessments and Evaluation:**
Students will be assessed on a wide range of variables. The students will have only one major test along with a diagram quiz for the 18 weeks of class.

**Homework:** Students will be given various homework assignments throughout the semester (18 weeks). The homework will be assessed for completeness and proper understanding of the material.

**Projects:** Projects will be completed during class time. A particular lesson topic will be discussed, in which a project will follow. The project will be based on the students understanding of the material.

**Citizenship:** Students will be assessed based on their behavior in class. Students will be awarded points for their participation in class, if the act appropriately in class, and their attitudes towards fellow students.

**Grading:**
The normal school procedures grading procedures will be followed for the class.
- Homework will be scored out of 10 points.
  - Points will be awarded for completeness and correctness.
- Projects will be out of 20 points.
  - Points will be awarded for completion, creativity, and understanding for the material.
- Citizenship grade will be 10 points for every class. Students will automatically receive 10 points at the beginning of class. Students will and can lose points for the any of the following:
  - Not coming prepared to class. Students will lose 5 points for not being prepared for class.
    - Notebook
    - Pencil
    - Homework
    - Worksheets
  - Being disruptive in class. Students can lose 1 to 10 points depending on the seriousness of the infraction.
    - Students will first receive a warning.
    - Any infraction after the warning will result in point deduction.
  - Students will lose all 10 points automatically if they are observed bullying a fellow student in any manner.

**Homework/Procedures:**
1. Students have the opportunity to make up any class work that is missed due to a legal/excused absence (school function, athletics, & doctor’s appointments) should be completed within 1 week of the absence. No credit or make-up will be permitted for unexcused absences or for class cuts.
2. Students will be responsible for class notes that they have missed, either by copying from a fellow classmate or the teacher.
3. There will be NO CELL PHONES OR IPODS/MP3 PLAYERS ALLOWED IN CLASS.
4. No food or drink is allowed in the classroom area.
5. Follow your instructor’s directions as well as classroom directions at all times.
6. “STUDENTS MUST TREAT EACH OTHER, THE WAY THEY WANT TO BE TREATED!”
Student and Parent Communication:

Students may meet with me upon request, before or after school. Students may also meet with me during advisory, with an assigned passed. If you need to contact me please email me at the following address mbarnes@danville.k12.pa.us or contact me at 570-271-3268. All grades will be updated bi-weekly on Edline.

Student Expectations and Classroom Rules of Conduct

Students will appropriately participate and follow all policies as outlined in the Danville Student Handbook, which contains procedures regarding absences, classroom behavior, make-up of work, academic integrity and all other student conduct guidelines.