

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

LIFETIME HEALTH

GRADE 8

Date of Board Approval: September 1, 2016

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Lifetime Health	SUBJECT:	Health	GRADE LEVEL:	8
COURSE LENGTH:	Marking Period or Semester	DURATION:	45 Days	FREQUENCY:	Daily or 3x/cycle
PREREQUISITES:	N/A	CREDIT:	N/A	LEVEL:	8

Course Description/Objectives: This elective focuses on developing habits and gaining knowledge that will increase their lifetime health. Students learn that decision making skills and utilizing healthy behaviors play a key part in their health. Units will include Nutrition/Fitness, First Aid/CPR and Safety Prevention.

Text: N/A

Curriculum Writing Committee: Laura Keim
Morgan Grala

COURSE TIMELINE

Unit 1: Nutrition/Fitness

15 days

- 6 Essential Nutrients
- MyPlate
- Calories/Portion Control
- Food Labels
- Components of Fitness
- Lifestyle Diseases

Unit 2: First Aid/CPR

15 days

- Emergency Situations
- First Aid Skills-Life Threatening
- First Aid Skills-Non Life Threatening
- CPR
- AED

Unit 3: Safety

15 days

- Violence Prevention
- Anger Management
- Harassment
- Conflict Resolution
- Stranger Awareness

KNOW, UNDERSTAND, DO

COURSE: Lifetime Health **TIME FRAME:** 15 days
UNIT # 1: Nutrition/Fitness **GRADE:** 8

STANDARDS:

Pennsylvania Academic Standards for Health, Safety and Physical Education

- 10.1.9A
 - Analyze factors that impact growth and development between adolescents and adulthood
- 10.1.9C
 - Analyze factors that impact nutritional choices of adolescences
- 10.1.9E
 - Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention
- 10.2.9B
 - Analyze the relationship between health related information and adolescent consumer choices
- 10.2.9D
 - Analyze and apply a decision making process to adolescents health and safety issues
- 10.3.9B
 - Describe and apply strategies for emergency and long term management of injuries
- 10.4.8B
 - Analyze the effects of regular participation in moderate or vigorous physical activities in relation to health improvement

KNOW, UNDERSTAND, DO

COURSE: Lifetime Health

TIME FRAME: 15 days

UNIT # 1: Nutrition/Fitness

GRADE: 8

UNDERSTANDINGS

Understanding nutrition and fitness concepts are essential for a lifetime of positive health. Knowing the essential nutrients and MyPlate guidelines will give you the knowledge to make healthy choices. Individualizing caloric intake and portion control information will allow you to personalize choices for their health. Analyzing food labels will allow you to comprehend the foods and beverages You should be consuming for their energy needs.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Research project

KNOW

- Understand the 6 essential nutrients.
- Describe various healthy options for MyPlate.
- Explain their personal caloric consumption.
- Identify proper portion sizes for various food options.
- Comprehend how to read a food label.
- Summarize the components of fitness and their benefits.
- Recognize various diseases caused by an unhealthy lifestyle.

DO

- Compare and contrast the six essential nutrients.
- Create healthy meals based on MyPlate.
- Demonstrate the ability to count daily calories.
- Distinguish between proper and improper portion sizes.
- Examine food labels to assess the health benefits of various foods.
- Relate fitness components to personal fitness goals.
- Research and compare lifestyle diseases.

KNOW, UNDERSTAND, DO

COURSE: Lifetime Health **TIME FRAME:** 15 days
UNIT # 2: First Aid/CPR **GRADE:** 8

STANDARDS:

Pennsylvania Academic Standards for health, Safety and Physical Education

- 10.2.9A
 - Identify and describe healthcare products and services that impact adolescent health practices.
- 10.2.9D
 - Analyze and apply a decision making process to adolescent health and safety issues.
- 10.3.9A
 - Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.
- 10.3.9B
 - Describe and apply strategies for emergency and long term management of injuries.
- 10.3.9D
 - Analyze the role of individual responsibility for safety during organized group activities.

KNOW, UNDERSTAND, DO

COURSE: Lifetime Health **TIME FRAME:** 15 days
UNIT # 2: First Aid/CPR **GRADE:** 8

UNDERSTANDINGS

First Aid and CPR skills are valuable tools to possess for a lifetime. Understanding what an emergency situation looks like and how to react in a positive way are the first steps. Recognizing life threatening and non-life threatening emergencies is crucial, but so is the need to obtain necessary skills to assist in such situations. CPR is one of the most important skills to have to save someone's life. Also, knowing the steps of using an AED is crucial when one is available.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Poem analysis and Research Project

KNOW

- Identify an emergency situation.
- Distinguish between life threatening and non life threatening emergencies,
- Determine the appropriate process to use in emergency situations,
- Explain the steps to performing CPR and using an AED,

DO

- Classify various situations into life threatening or non-life threatening,
- Demonstrate how to respond to burns, choking, bleeding, sprains/strains, broken bones, head injury, heart attack and strokes.
- Perform the proper steps to CPR and Using and AED.

KNOW, UNDERSTAND, DO

COURSE: Lifetime Health

TIME FRAME: 15 days

UNIT # 3: Safety

GRADE: 8

STANDARDS:

Pennsylvania Academic Standards for Health, Safety and Physical Education

- 10.3.9A • Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community
- 10.3.9C • Analyze and apply strategies to avoid or manage conflict and violence during adolescence
- 10.3.9D • Analyze the role of individual responsibility for safety during organized group activities

KNOW, UNDERSTAND, DO

COURSE: Lifestyle Health

TIME FRAME: 15 days

UNIT # 3: Safety

GRADE: 8

UNDERSTANDINGS

Violence can be a serious issue in our world. Understanding how to recognize, prevent and manage violence is essential to a healthy lifestyle. One of the first steps in preventing violence is learning how to control anger in healthy ways. It is also important to learn how to address harassment appropriately. Conflict resolution skills can help you find peaceful ways to end disputes. It is important to learn skills that will keep you safe in different stranger awareness situations.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Creating and solving unsafe real world scenarios

KNOW

- Identify the consequences of violent situations.
- Explain the importance of having anger management techniques.
- Recognize harassment situations and the appropriate response.
- Understand healthy ways to resolve conflict.
- Differentiate which stranger situations are safe or unsafe.
- Determine appropriate responses in an unsafe stranger situation.

DO

- Predict future outcomes of violence.
- Apply anger management techniques to their personal life.
- Compare and contrast situation of potential harassment.
- Prepare healthy strategies to deal with conflict.
- Solve dangerous situations involving strangers.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)