Milton Area School District
LifeSkills/Health 8 Syllabus
Grade Level(s): 8th

Health Description:

Standards-based Middle School Health Education will provide students with knowledge in a wide variety of topics and trends related to health of physical, mental and social domains. The health education program motivates students to improve and maintain their health, prevent disease, and reduce risky behaviors. The course is comprehensive: using various planned and sequential 6-8 health education curricula, the class addresses all dimensions of health in a way that ultimately results in students who possess the knowledge and skills to live a healthy life. **Health – 8th grade**

Health Goals:

- *National Health Education Standards*

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3	Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.

- PA 10.1 - Concepts of Health ○ 10.1.6D. Explain Factors that influence childhood and adolescent drug use ○ 10.1.6E. Identify health problems that can occur throughout life and describe ways to prevent them. ○ 10.1.6C. Explain the media's effect on health and safety issues.
    - ○ 10.3.6D. Describe and apply the steps of a decision-making process to health and safety issues.
    - ○ 10.3.9C Analyze and apply strategies to avoid or manage conflict and violence during adolescence. ○ 10.1.9D. Analyze prevention and intervention strategies in relation to adolescent and adulthood. ○ 10.1.9A Analyze factors that impact growth and development between adolescence and adulthood.

Student Literacy Objectives for Health:
- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. • Effective speakers prepare and communicate messages to address the audience and purpose
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, concepts using appropriate literacy techniques.
- Language conventions support clarity of communications between writers/speakers and readers/listeners. • An expanded vocabulary enhances one's ability to express ideas and information

<center>**Health Instructor Policies**</center>

Health Resources:
- *Positive Action* Curriculum, 7ʰ Grade Edition.
- *LifeSkills: Promoting Health and Personal Development, Level 2 Edition*
- *Too Good (For Drugs), 7th Grade*
- SPARK Curriculum, PE Central

Health Requirements:
- Bring a pencil/pen (EVERYDAY)
- **RAISE YOUR HAND** for questions and responses

- Be active in activities and discussions. The health classroom is different from others - we discuss many topics that can be debated and are open to opinion. Sharing your opinion and "speaking your mind" appropriately is important and worth a grade! There are **NO** wrong answers in class discussions.

Health Attendance Policy:

- <u>Late Work/Assignments</u> ○ Due Dates are final and usually not negotiable ○ **Late work is anything not turned in on time**

  - ✦ 1 day late = Half points off (50%)

  - ✦ 2 days late = 0 points

  - ○ Per school policy if you are absent for a legitimate reason you have three school days to turn in your missing work.

    - iii. After the third day it is considered late (See late work policy above)

  - ✦ If you are absent when something is due it will remain a zero until it is turned in.

  - ✦ In Grade book: a missing assignment is the same as a zero until it is turned in.

  - ✦ **Make-up work is available upon request. You must <u>ask</u> for it upon your return.**

Health Grading Policy:

- Daily Grade (2 points day/10 per cycle) ○ 2points= Daily work

  - ○ 2 points= Effort, Participation, and personal and social responsibility

- The Grading Scale of the district is as follows: **A 90-100   B 80-89   C 70-79D   D 65-69   F 64 & Below**
- Sapphire is where you will access your grades. You have usernames and passwords to access your grades online. Please do so to stay up to date and informed.

Course Content Schedule (Subject to change)

Week/Unit					
1	*LifeSkills and Intro*	Drug Abuse and Violence Smoking	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
2	*LifeSkills*	Drug Abuse and Violence Smoking	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.6D 10.3.6D 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
3	*LifeSkills*	Drug Abuse and Violence Smoking	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
4	*LifeSkills*	Making Decisions, Media influences and Peer pressure	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual

5	*LifeSkills*	Making Decisions, Media influences and Peer pressure	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual

6	*LifeSkills*	Making Decisions, Media influences and Peer pressure	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
7	*LifeSkills*	Coping with Anxiety and Anger	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
8	*LifeSkills*	Coping with Anxiety and Anger	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual

9	*LifeSkills*	Coping with Anxiety and Anger	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
10	*LifeSkills*	Coping with Anxiety and Anger	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual

11	*LifeSkills*	Social Skills and Assertiveness	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
12	*LifeSkills*	Social Skills and Assertiveness	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual

13	LifeSkills	Social Skills and Assertiveness	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
14	LifeSkills	Resolving Conflicts/Peer Pressure	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
15	LifeSkills	Resolving Conflicts/Peer Pressure	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
16	LifeSkills	Resolving Conflicts/Peer Pressure Vaping/Smoking/Drugs	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual

17	*LifeSkills*	Resolving Conflicts/Peer Pressure Vaping/Smoking/Drugs	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
18	*LifeSkills*	Resolving Conflicts/Peer Pressure	To perceive drug use as wrong, risky, or harmful. To increase selfefficacy.	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	LifeSkills/ Teacher Manual
19	*Positive Action Curriculum/Too Good*	Concepts of Health, Self-Image	To recognize selfimage and its effects on health	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
20	*Positive Action Curriculum/Too Good*	Concepts of Health, Self-Image	To recognize selfimage and its effects on health	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual

21	*Positive Action Curriculum/Too Good*	Concepts of Health, Self-Image	To recognize selfimage and its effects on health	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
22	*Positive Action Curriculum/Too Good*	Concepts of Health, Body Image, Emotional Health	To recognize body image, physical, social, emotional health as related to positive action	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
23	*Positive Action Curriculum/Too Good*	Concepts of Health, Physical and Intellectual	To recognize body image, physical, social, emotional health as related to positive action	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
24	*Positive Action Curriculum/Too Good*	Concepts of Health, Physical and Intellectual	To recognize body image, physical, social, emotional health as related to positive action	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
25	*Positive Action Curriculum/Too Good*	Concepts of Health, Physical and Intellectual	To recognize body image, physical, social, emotional health as related to positive action	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual

26	*Positive Action Curriculum/Too Good*	Concepts of Health, Physical and Intellectual	To recognize body image, physical, social, emotional health as related to positive action	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
27	*Positive Action Curriculum/Too good*	Concepts of Health, Physical and Intellectual	To recognize body image, physical, social, emotional health as related to positive action	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
28	*Positive Action Curriculum/ Too Good*	Concepts of Health, Physical and Intellectual	To recognize body image, physical, social, emotional health as related to positive action	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
29	*Positive Action Curriculum/ Too Good*	Managing Social/Emotional Health with Positive Actions	To assess and discuss student knowledge of the consequences of drug use	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
30	*Positive Action Curriculum/Too Good*	Managing Social/Emotional Health with Positive Actions	To assess and discuss student knowledge of the consequences of drug use	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual

31	*Positive Action Curriculum/ Too Good*	Managing Social/Emotional	To assess and discuss student knowledge of	10.1.9D	Positive Action Workbook/ Teacher Manual

		Health with Positive Actions	the consequences of drug use	10.1.9A 10.3.9C 10.1.6C 10.1.6E	
32	*Positive Action Curriculum/ Too Good*	Managing Social/Emotional Health with Positive Actions	To reinforce and apply positive action of following a nutritious diet	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
33	*Positive Action Curriculum/ Too Good*	Managing Social/Emotional Health with Positive Actions	To reinforce and apply positive action of following a nutritious diet	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
34	*Positive Action Curriculum/ Too Good*	Managing Social/Emotional Health with Positive Actions	To reinforce and apply positive action of following a nutritious diet	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual

35	*Positive Action Curriculum/ Too Good*	Managing Social/Emotional Health with Positive Actions	To introduce the importance of refusing to abuse as a positive action for a well body and a healthy self-concept	10.1.9D 10.1.9A 10.3.9C 10.1.6C 10.1.6E	Positive Action Workbook/ Teacher Manual
36	*Positive Action Curriculum/ Too Good*	Managing Social/Emotional	To introduce the importance of refusing to abuse as a	10.1.9D 10.1.9A	Positive Action Workbook/ Teacher Manual
		Health with Positive Actions	positive action for a well body and a healthy self-concept	10.3.9C 10.1.6C 10.1.6E	

Appendix A
Student and Teacher Roles with a Defined Focus on Literacy Students

will:

1. **Work independently in their learning to:**

• Comprehend and evaluate complex situations, be a critical consumer of *{your course}* text, produce; research and gather evidence, communicate effectively, listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

2. **Construct content-meaning for self-efficacy and the efficacy all learners:**

• Build personal engagement in *{your course}* literacy (RWSL), take and share power for learning, self-assess, monitor and reflect on. Set goals for extending math skills, use text-based evidence to establish clear relationships among claims, explore *{your course}* concepts beyond the classroom and search to discover global perspectives

3. **Develop a Classroom Learning Community of respectful collaborative, collective dynamics:**

• Contribute and collaborate in a community of *{your course}* learners, provide multiple perspectives to solve problems toward shared understanding, value, represent, and respect diverse opinions and perspectives.
• Tasks or assignments are completed on time in support of a shared responsibility
• Self-monitoring for preparation and understanding is encouraged to promote contribution and respect for equity of time

4. **Participate in the assessment process:**

• Set goals and self-monitoring their progress with an expectation for fulfilling assessment requirements
• Produce and complete tasks and assignments according to the parameters and expectations of the learning process and the instructor's timeline.
• Seek help in understanding and clarifying confusions is an expectation to foster student independence and confidence as a life-long learner.

5. **Use of technology to support their learning:**

- Explore creative and innovative uses of technology to enhance and express their learning.
- Participate as a 21st Century student to make connections to the global learning environment
- Use and evaluate research available resources for validity and reliability

Instructor will:

1. **Conduct the learning environment that promotes a student-centered community of learners.**

- Conceptualizes instruction to include students as part of the learning community; students formally collaborate on important learning tasks
- Share learning experience to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming
- Set up the learning environment and experiences for valuing diversity, multiple perspectives, and strengths of the student.
- Foster and encourage development of new ideas and understanding in conversations and work with others
- Arrange groups to support collaboration and inquiry; students work independently, in pairs, in small groups and as a class dependent on the task.

2. **Represent themselves as a facilitator, a guide for learning, a co-learner, or as an investigator.**

- Engage in negotiation, stimulates and monitors discussion and project work but does not control
- Help students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options
- Considers themselves as self- learner; willing to take risks to explore areas outside his or her expertise; collaborates with other experts and practicing professionals

3. **Design the instructional model and learning context driven by standards and researched-based best practices.**

- Identify the specific PACCS standards addressed in all lessons and units.
- Provide students with an understanding of PACCS standard guiding the instruction and the relationship to the student learning goals.

4. **Develop authentic tasks to engage all learners with relevance to transfer knowledge to outside world situations.**

• Pertains to real world, meaningful intellectual work; may be addressed to personal interest
• Challenge and engage students with tasks with different levels of difficulty, enough to be interesting but not totally frustrating, and sustainable.
• Involves integrating disciplines to solve problems and address issues in context
• Engage students with rigorous course content to prepare them for College and Career readiness.
• Construct processes that engage students through cognitive application as an intentional principle of instruction.

5. Motivate and intentionally organize classroom instructional structure.

• Direct students to set goals, self-assess their progress to produce quality products and determine next steps
• Integrate the Literacy skills of Reading, Writing, Speaking and Listening that is discipline specific
• Activate and develop students' repertoire of thinking/learning strategies for changeable and complex knowledge building**.**
• Promote intrinsic learning with a passion for exploring and solving problems.
• Use data-driven instruction to plan for individual and group learning situations.

6. Assess students with a multitude and variety of formative, performance-based, generative, and summative assessments to address the needs and levels of all learners.

• Create assessments with meaning for the learner to produce product, performance, or service
• Make assessments transparent and integral to instruction; students learn during/through challenging meaningful activities • Evaluate students fairly and equitably based upon student individual needs and achievement level.
• Use the most appropriate and effective technology available to enhance tasks and the evidence on learning

7. Utilized discipline-specific digital literacy and processes to engage and connect students in furthering 21st century teaching and learning.

• Use the most appropriate and effective technology available to allow for interaction by communicating and collaborating in diverse ways • Use the most appropriate and effective technology available to access simulations, goals-based learning and real-world productivity tools.
• Use the most appropriate and effective technology available to complete and access task, locate data, and learning opportunities that stimulate thought and inquiry.

• Build awareness of and where possible, access media technologies to keep pace with the ever-changing technological devices to further educational possibilities.

Appendix B
Engaged Learning Framework for Course Content Reflection and Review

Indicators of Engaged Learning		Indicator Definition
Evaluation		
Tasks	• Authentic • Challenging • Multidisciplinary	• Pertains to real world, meaningful intellectual work; may be addressed to personal interest • Difficult enough to be interesting but not totally frustrating, usually sustained • Involves integrating disciplines to solve problems and address issues in context
Assessment	• Performance-based • Generative • Seamless and ongoing • Equitable	• Involving a performance or demonstration, usually for a 'real' audience and addressing a useful purpose • Assessments having meaning for learner; may produce information, product, service • Assessment is transparent and integral; students learn during/through challenging and meaningful activities • Assessment is culture fair
Process		
Instructional Model	• Interactive • Generative	• Instruction actively engages learners through meaningful context and construction of knowledge; encourages, supports and responds to student contributions, needs, requests for clarification, etc. • Instruction oriented to constructing meaning; providing meaningful activities/experiences
Learning Context	• Collaborative • Knowledge-building • Empathetic	• Instruction conceptualizes students as part of learning community; students formally collaborate on important learning tasks • Learning experiences set up to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming • Learning environment and experiences set up for valuing diversity, multiple perspectives, strengths
Grouping	• Heterogeneous • Equitable • Flexible/agile	• Small groups with persons with different skill sets, backgrounds, interests • Groups sized and organized so that over time all students have challenging learning tasks/experiences • Different groups organized for different instructional purposes; supports collaboration across multiple contributors
Roles		

Instructor Role	• Facilitator • Guide • Co-learner/coinvestigator	• Engages in negotiation, stimulates and monitors discussion and project work but does not control • Helps students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options • Instructor considers self as learner; willing to take risks to explore areas outside his or her expertise; collaborates with other experts and practicing professionals
Student Role	• Explorer • Cognitive Apprentice • Teacher • Producer	• Students have opportunities to explore new ideas/tools; push the envelope in ideas and research • Learning is situated in relationship with mentor who coaches students to develop ideas and skills that simulate the role of practicing professionals (i.e., engage in real research) • Students encouraged to teach others in formal and informal contexts • Students develop products of real use to themselves and others; demonstrated learning
Resources		
Technology	• Interconnectivity • Access to challenging tasks • Enables learning by doing • Media Use	• Technology allows interaction by communicating and collaborating in diverse ways • Technology offers or allows access to tasks, data, and learning opportunities that stimulate thought and inquiry • Technology offers access to simulations, goals-based learning, and real-world problems and productivity tools • Technology provides opportunities to use media technologies