

# Wallenpaupack Area School District Planned Course Curriculum Guide

**Wellness Department**

**Name of Course**  
**Wellness 8**

**Course Description:**

The 8<sup>th</sup> grade health curriculum gives students the opportunity to be exposed to life-long learning topics that will enhance personal wellness.

**Revision Date:**

**1/27/2023**

Wallenpaupack Area School District Curriculum	
<b>COURSE: Wellness</b>	<b>GRADE: 8</b>
<b>UNIT 1: Social Skill Development</b>	<b>TIMEFRAME: 5 lessons</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

10.1.9

A. Analyze factors that impact growth and development between adolescence and adulthood.

- Relationships (dating, friendships, peer pressure)
- Interpersonal communication
- risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)
- abstinence
- STD and HIV prevention
- community

D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- Decision-making/refusal skills
- Situation avoidance
- Goal setting
- Professional assistance (e.g. medical, counseling, support groups)
- Parental support

10.2.9

B. Analyze the relationship between health-related information adolescent and consumer choices.

- Tobacco products
- Weight control products

D. Analyze and apply decision making process to adolescent health.

**UNIT OBJECTIVES (SWBATS):**

- Describe Goal Setting Steps
- Analyze Goal Setting Criteria
- Identify Resources for Support
- Explain Decision Making Model
- Demonstrate Understanding Consequences
- Predict Positive and Negative Consequences
- Demonstrate Personal Responsibility
- Identify Intense Emotions
- Explain Physical Signals of Emotions
- Differentiate Emotion Management Strategies
- Analyze Impact of Emotions on Decisions
- Identify Stress and stressors
- Managing Emotions of Others
- Examine Elements of Communication
- Describe Non-Verbal Communication
- Differentiate Assertive, Aggressive, and Passive Communication
- Define Peer Pressure
- Apply Peer Refusal Strategies
- Demonstrate Assertiveness and Peer Refusal

- Identify Benefits of Positive Peer Groups
- Understanding Influence
- Describe Healthy Relationship Qualities

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Note taking
- Practice
- Cooperative learning
- Peer interaction
- Modeling
- Active participation
- Role plays
- Discussion

**ANCHOR VOCABULARY:**

- Goal
- Personal
- Possible
- Positive
- Specific
- Decisions
- Stop
- Think
- Act
- Reflect
- Emotions
- Communication
- Assertive speaking
- Active listening
- Peer pressure
- Relationships

**ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**

- Diagnostic – Pre-Test
- Formative – Teacher observation, group work, work book, role play, board games
- Summative - Post Test

**EVIDENCE OF MASTERY/Cut Score (Keystone Exam):**

- Demonstration of growth from pre-test to post test scores.

**DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**

- Appropriate accommodations based on students IEP/504 plans

**RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):**

- Too Good for Drugs Students Workbook
- Wayne County Drug Alcohol Representatives
- PowerPoint presentation
- Role play scripts
- Game materials

**RESOURCE SPECIFIC VOCABULARY:**

<b>Wallenpaupack Area School District Curriculum</b>	
<b>COURSE: Wellness</b>	<b>GRADE: 8</b>
<b>UNIT 2: Drug information and Skill Application</b>	<b>TIMEFRAME: 5 lessons</b>

**PA COMMON CORE/NATIONAL STANDARDS:**

10.1.9

A. Analyze factors that impact growth and development between adolescence and adulthood.

- Relationships (dating, friendships, peer pressure)
- Interpersonal communication
- risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns)
- abstinence
- STD and HIV prevention
- community

D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use.

- Decision-making/refusal skills
- Situation avoidance
- Goal setting
- Professional assistance (e.g. medical, counseling, support groups)
- Parental support

10.2.9

B. Analyze the relationship between health-related information adolescent and consumer choices.

- Tobacco products
- Weight control products

D. Analyze and apply decision making process to adolescent health.

**UNIT OBJECTIVES (SWBATS):**

- Describe Short- and Long-Term Effects of Alcohol Use
- Analyze False Expectations of Alcohol Use
- Explain Media Literacy and its Impact on Behavior
- Recognize Misperceptions of Alcohol Use
- Describe Social Impact of Tobacco Use
- Examine Short- and Long-term Effects of Nicotine Use
- Contrast Perceived Norms and Actual Nicotine Use Among Peers
- Analyze Impact of Nicotine Use on Goals
- Explain Effects of Marijuana Use on the Body and Behavior
- Express Consequences of THC Use
- Differentiate Myth vs. Fact Related to THC Use
- Find Accurate Sources of Information
- Describe Harmful Effects of Misuse of Prescription and OTC Drugs
- Analyze Psycho-Social Effects of Abuse
- Identify Effects of Opioid and Stimulant abuse
- Choose Healthy Alternatives to Substance Use
- Risk Analysis
- Predict Outcomes of Risk
- Review Course

- Apply Skills

**INSTRUCTIONAL STRATEGIES/ACTIVITIES:**

- Note taking
- Practice
- Cooperative learning
- Peer interaction
- Modeling
- Active participation
- Role plays
- Discussion

**ANCHOR VOCABULARY:**

- **Brain Anatomy**
- **Prefrontal Cortex**
- **Hypothalamus**
- **Hippocampus**
- **Cerebellum**
- **Medulla Oblongata**
- **Nicotine**
- **Hookah Tobacco**
- **Cigars**
- **Dip**
- **Chewing Tobacco**
- **Cigarettes**
- **Electronic Nicotine Delivery System (ENDS)**
- **Pipe Tobacco**
- **Short-Term Effect**
- **Long-Term Effect**
- **Carcinogen**
- **Addiction Stages**
- **Experimental Use**
- **Pattern Use**
- **Problem Use**
- **Addiction**
- **Tolerance**
- **Withdrawal**
- **Marijuana**
- **THC**
- **Prescription Drug**
- **Pain Reliever**
- **Depressant**
- **Stimulant**
- **Over-the-Counter Drug**
- **Dextromethorphan (DXM)**
- **Street Drugs**
- **Methamphetamines**
- **Cocaine**

<ul style="list-style-type: none"> <li>• Ecstasy</li> <li>• Heroin</li> </ul>
<b>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</b> <ul style="list-style-type: none"> <li>• Diagnostic - Pre Test</li> <li>• Formative – Teacher observation, group work, work book, role play, board games</li> <li>• Summative - Post Test</li> </ul>
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<b>RESOURCE SPECIFIC VOCABULARY:</b>