

Middle School 8th Grade Health Education Syllabus

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Health Education is a 9 week course in both 7th and 8th grade. The health curriculum is aligned to the Illinois Learning Standards, state mandates, and was school board approved in April of 2015. Below are the units of study, focus questions, and approximate number of weeks spent on the topics in 8th grade. If you have any questions or would like to further discuss the content below, please contact me at katherinepappas@u-46.org.

Units of Study:

- **Dimensions of Wellness-** Exploring the 7 dimensions of wellness and identifying current level of wellness in physical, mental/emotional, and social dimensions.
- **Substance Use, Abuse, and Misuse-** What are the physical, mental, social, and emotional long-term and short-term effects of using steroids, prescription drugs, and other illegal substances.
- **Relationships/Dating Violence-** What are the components of a healthy and unhealthy relationships? What is Erin's Law, and where can I go for help? Healthy vs. unhealthy communication, types of relationships, and healthy dating concepts.
- **Human Sexuality-** Preventing conception and pregnancy options
- **Sexually Infectious Diseases-**What are the most common STD's? How do you contract an STD? Can they be cured or treated, and are their long term complications?

Grading Policy:

Student grades will be determined by both formative and summative assessments. All assessments are based on a 0-4 point proficiency scale.

0 = No Evidence: There is no evidence of learning either through incorrect information or incomplete/missing work.

1 = Below Basic: Student does not yet demonstrate an understanding of concepts, skills, and processes taught and needs consistent support. There are gaps in knowledge and unreliable comprehension skills.

2 = Basic: Student is beginning to demonstrate an understanding of concepts, skills, and processes taught. Is able to demonstrate basic recall and understanding.

3 = Proficient: Student consistently demonstrates an understanding, application, and analysis of concepts, skills, and processes taught.

4 = Mastery: Student demonstrates an in-depth understanding of concepts, skills/processes taught, and exceeds the required performance. Can apply their knowledge and skills to new or related situations or scenarios.

Suggested Materials:

Writing utensil, highlighter, and a folder specifically for this class that will be left in the room.

Make up work policy:

Students who are absent for any reason should make-up all class work missed. It is expected that each student will assume responsibility for knowing what is to be made up and seeing that assignments are completed. Make-up work should be turned in when due. Students absent the day the assignment is due should hand in work upon their return. Grades may be lowered if work is not turned in.

Late work policy:

A student's late work is accepted until the day of the exam. Students are encouraged to talk to the teacher before the last day of the unit if any work is missing.

Test Corrections/Retakes:

For each unit, students will have the opportunity to retake their summative assessment. To qualify for a retake, students will be expected to communicate with their teacher, receive additional instruction of current unit, and complete a retake assessment on their own time.