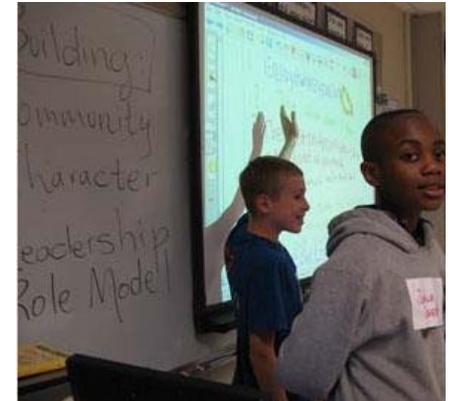




Bedford Public Schools

Grade 8 – Life Skills

This course is a continuation of last year focusing on safe and healthy decisions made around relationships. Topics will include a unit on obesity, sport's nutrition, stress, depression, mental illness, relationships (including family, friends and dating partners), dating violence, sexual harassment, abstinence, contraception, and HIV/AIDS. Students will be responsible for a yearlong group project, creating a public service announcement (PSA), focusing on prevention of a health topic relevant to teens.



Learning Expectations

[Obesity / Nutrition](#)

[Sexual Harassment](#)

[Mental Health](#)

[Relationships / Dating Violence](#)

[Teen Sexuality](#)

[Contraception / STIs](#)

Obesity / Nutrition

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Know which health risks are associated with obesity. • Know what BMI is and how to calculate it. • Know which nutrients are important for athletes in their daily diet. 	<ul style="list-style-type: none"> • Why do you think obesity is such a big problem in our country? • Why should an athlete's diet be different from a non-athlete's diet? 	<ul style="list-style-type: none"> • Calculate BMI and have a general understanding of what it is. • Analyze and interpret a food label. • Understand why fad diets do not work. • Understand the dietary needs of an athlete.

Sexual Harassment

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • Identify behavior defined as sexual harassment. • The difference between flirting and harassment and understanding the boundaries. 	<ul style="list-style-type: none"> • Is the school community more accepting of harassing behavior? • What do you think is physically/verbally appropriate when interacting with others? 	<ul style="list-style-type: none"> • Students will know the resources available to them if being harassed. • Have a better understanding of their own behaviors might be interpreted as sexual harassment. • Understand who determines if sexual harassment is taking place.

Mental Health

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • How people cope with difficult situations. • Recognizing the signs of depression. 	<ul style="list-style-type: none"> • Why is teen depression increasing yearly? • What resources do students have to cope with depression? • What does it mean to be/act normal? 	<ul style="list-style-type: none"> • Students will understand circumstances that lead to depression and possibly suicide. • Students will be aware of different types of mental illness and treatments for them.

Relationships / Dating Violence

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Why relationships are important. • Why relationships change over your lifetime. • One’s responsibility in a relationship. • Why trust, respect, communication, and boundaries are important in a relationship. • Recognizing healthy vs. unhealthy dating relationships. 	<ul style="list-style-type: none"> • During adolescence what strains family relationships? • What is your personal contribution to a relationship? • How do your peers influence and affect who you are as a person? • Why do women stay in relationships that are abusive? • What types of behaviors are considered unhealthy in relationships? 	<ul style="list-style-type: none"> • Students will understand how they are molded and influenced by their family and peers. • Identify how a relationship between parent and child changes over time. • Students will recognize the warning signs of an unhealthy relationship. • Understand the psychological effects of a violent relationship. • Understand where help resources can be found.

Teen Sexuality

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> Knowing the importance of appropriate decisions regarding sexual activity and how they can impact your life. 	<ul style="list-style-type: none"> How does mental maturity relate to physical maturity when talking about sex? Besides becoming physically mature what should also be considered before making the decision to become sexually active? What does being a virgin mean to you? 	<ul style="list-style-type: none"> Understand the risks associated with sexual activity. Identify the life changing effects of being sexually active. List reasons to delay sexually activity.

Contraception / STIs

<p>Enduring Understandings In order to meet the standards, the students will need to understand that . . .</p>	<p>Essential Questions In order to understand, students will need to consider questions such as . . .</p>	<p>Knowledge and Skills Learning this material will require students to . . .</p>
<ul style="list-style-type: none"> • Students will know the most commonly used contraception methods and their effectiveness. • Students will be aware of the dangers, symptoms, and treatments of sexually transmitted infections. • Students will know the pathogens that cause illness. • Students will know how the Human Immunodeficiency Virus attacks the cells of the body. 	<ul style="list-style-type: none"> • What are the physical, financial, and emotional factors involved in choosing a contraceptive method? • Why is contraception still a controversial issue? • Who, in the relationship, should be responsible for providing contraception? • How can sexually transmitted infections alter your overall sexual health? • STI's have been around since ancient civilization so why have they not been eliminated? • Is HIV/AIDS one of the considerations when deciding to become sexually active? 	<ul style="list-style-type: none"> • Identify the different types of contraception and how they work. • Understand the positive and negatives of each. • Understand which diseases are communicable and which are non-communicable. • Students will know which STIs are curable and which are not.