Barrington Haddon Heights Lawnside Merchantville

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**Course Name: Family Life**

**Grade: 8th Grade**

Board Approved: September 14, 2021

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards**

**for**

 **Comprehensive Health and Physical Education**

**INTRODUCTION**

**Comprehensive Health and Physical Education in the 21st Century**

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also

emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond

their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the

contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle

that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical,*

*social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

• Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.

• Engages in a physically active lifestyle.

• Is knowledgeable about health and wellness and how to access health resources.

• Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health

products and services.

• Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.

• Is accepting and respectful of individual and cultural differences.

• Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health

and safety issues.

**Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary

connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and

assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards

is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global

community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents

published by national content-specific organizations as well as public health and other education organizations and agencies.

**Revised Standards**

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments.

Revisions to the standards include cumulative progress indicators that reflect:

o Recently enacted legislation outlined in the section below

o An emphasis on health literacy, a 21st century theme

o Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other

countries

o Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention

o Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public

schools, including those enacted from 2009-2014:

• Dating Violence Prevention Bill: N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.

• CPR/ AED Instruction Bill: N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary

resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Health Literacy includes:

• Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are

health enhancing.

• Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress

reduction.

• Using available information to make appropriate health-related decisions.

• Establishing and monitoring personal and family health goals.

• Understanding national and international public health and safety issues.

The 2020 revisions now will incorporate the following New Jersey Legislative Statutes related to the health and well being of students from 2014-2020:

* Consent (N.J.S.A. 18A:35)
* Mental Health (N.J.S.A. 18A:35-4.39)
* NJ Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)
* Sexting (N.J.S.A. 18A:35-4.33)
* Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a)

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| **STANDARD: 2.3 Safety: Alcohol, Tobacco and other Drugs, Dependency, Substances Disorder and Treatment****Name: Grade 8** |
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| **Unit 1: Drugs** |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** |
| **2.3.8.ATD.1:** Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.**2.3.8.ATD.2:** Relate the use of alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse.**2.3.8.ATD.3:** Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.**2.3.8.ATD.4:** Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.**2.3.8.ATD.5**: Analyze how the influence of peers and different social settings (e.g., home,school, party) can result in positive and/or negative outcomes.**2.3.8.DSDT.1:** Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.**2.3.8.DSDT.2:** Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.**2.3.8.DSDT.3**: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.**2.3.8.DSDT.4:** Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.**2.3.8.DSDT.5:** Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level. | *Students will be able to independently use their knowledge to…** List possible benefits of drug education
* Identify lies about drugs
* Describe how drugs affect the mind.
* To define terms related to drug use.
* To understand the difference between drug use and abuse
* To identify responsible drug use behaviors
* To determine the difference between prescription and OTC drugs
* To understand the potential risks of irresponsible drug use.
 |
| **MEANING** |
| CORE IDEAS* The use of alcohol, tobacco (including e cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
* A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.
* The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.
 | ESSENTIAL QUESTIONS* List reasons why people take drugs?
* Identify two statements that you did not previously know about drugs
* What do you think is the most important information presented in the documentary?
* What do you think you can learn from other people's experience with drugs?
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| **Unit 1: Grade 8 - Lessons** |
| **Lesson 1-2.3.8.ATD.1,2:** Drug Overview**Lesson 2-2.3.8.DSDT.1,2:** Drug Dependency**Lesson 3- 2.3.8.ATD.1:** Benefits of Learning Truths About Drugs**Lesson 4-2.3.8.ATD.1,2,3,4,5:** Drug use and abuse**Lesson 5-2.3.8.ATD.3:** Over the counter Drugs**Lesson 6-2.3.8.ATD.3:** Prescription Drugs**Lesson 7-2.3.8.ATD.1,2,3,4,5:**  Illegal Drugs**Lesson 8-2.3.8.DSDT.1,2,3,4,5:** Addiction, Rehab, Consequences**Lesson 9-2.3.8.DSDT.1:** Drug Jeopardy**Lesson 10-** Drug Unit Test |
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.Do NowDiscuss with a PartnerChalk TalkTicket to LeaveQuizzesClasswork supplemental to information presentedGraphic Organizers | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*Teacher created tests/quizzes Comprehension Questions throughout lessonUnit Test |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Suggestion: Performance Task** **Powerpoint Project**Addiction and Quitting - include1. List 3 reasons why people may become addicted to drugs
2. Identify situations and behaviors that lead to drug use
3. List 2 ways to help someone if they become addicted to drugs
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| **District/School Texts** | **District/School Supplementary Resources** |
| * Drug Guided Notes
* Generation RX Article
* Worksheets
* The Truth About Drugs Video and Questions
 | * Generation RX Article
* Worksheets
* The Truth About Drugs Video and Questions
* Scholastics Articles/ Newsela
 |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**LA.12.RI.9-10.1LA.12. RI.11-12.1 | **Math**MA.12.3.S-ID.B.5 | **Science**SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**CRP4 W.9-10.6CAEP 8.1.12.A.2 | **Technology**TECH 8.1.12.A.CS1 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping****modeling** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment****independent study** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *10 Days* |

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| **STANDARD: 2.1 Pregnancy and Parenting, Social and Sexual Health****Name: Grade 8** |
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| **Unit 2: Reproduction/HIV/AIDS/Birth/Sexuality** |
| **ESTABLISHED GOALS (Indicator #)** | **TRANSFER (How will this apply to their lives?)** |
| **2.1.8.PGD.3:** Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.**2.1.8.PP.1:** Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.**2.1.8.PP.2:** Summarize the stages of pregnancy from fertilization to birth.**2.1.8.PP.3:** Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.**2.1.8.PP.4:** Predict challenges that may be faced by adolescent parents and their families.**2.1.8.PP.5:** Identify resources to assist with parenting.**2.1.8.SSH.1:** Differentiate between gender identity, gender expression and sexual orientation.**2.1.8.SSH.2:** Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.**2.1.8.SSH.3:** Demonstrate communication skills that will support healthy relationships**2.1.8.SSH.4:** Compare and contrast the characteristics of healthy and unhealthy relationships.**2.1.8.SSH.5:** Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.**2.1.8.SSH.6:** Examine how culture influences the way families cope with traumatic situations, crisis, and change.**2.1.8.SSH.7:** Identify factors that are important in deciding whether and when to engage in sexual behaviors.**2.1.8.SSH.8:** Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).**2.1.8.SSH.9:** Define vaginal, oral, and anal sex.**2.1.8.SSH.10:** Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).**2.1.8.SSH.11:** Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).**2.1.8.CHSS.2:** Describe the state and federal laws related to age of consent, minors’ ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.**2.1.8.CHSS.3:** Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.**2.1.8.CHSS.4:** Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.**2.1.8.CHSS.5:** Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources. | *Students will be able to independently use their knowledge to…** Compare growth patterns of males and females during puberty.
* Know the function of the parts of the reproductive system.
* Determine the benefits of sexual abstinence.
* The possible consequences of sex
* Relate certain behaviors to placing someone at risk for HIV/AIDS, STI’s and unintended pregnancy
* Predict possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
* Predict long- and short-term impacts of teen pregnancy.
* The risks associated with teen pregnancy.
* Predict challenges that may be faced by teenage parents.
* Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy
 |
| **MEANING** |
| CORE IDEAS* Individual actions, genetics, and family history can play a role in an individual’s personal health.
* An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
* Inclusive schools and communities are accepting of all people and make them feel welcome and included.
* Relationships are influenced by a wide variety of factors, individuals, and behaviors.
* There are factors that contribute to making healthy decisions about sex.
* Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
 | ESSENTIAL QUESTIONS* What are the differences between HIV and AIDS?
* What are the growth patterns for male and females? (similarities/differences)
* What are 3 ways HIV/AIDS can be transmitted?
* What are the symptoms of HIV/AIDS?
* What are the signs and stages of labor?
* What are common postpartum changes?
* What is the difference between gender and gender identity?
* How do we promote respect for people of all sexual orientations and genders safe in a school environment?
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| **Unit 2: Grade 8 - Lessons** |
| **Lesson 1-2.1:** Reproduction/HIV/AIDS Overview**Lesson 2-2.1.8.PGD.3:** Growth Patterns - Male/Female**Lesson 3-2.1.8.PGD.3:** Reproduction system and locations**Lesson 4-** **2.1.8.CHSS.5:** HIV/AIDS symptoms**Lesson 5-2.1.8.CHSS.3,4:** Immune system and HIV/AIDS Transmission**Lesson 6-2.1.8.CHSS.3,4,5:** HIV/AIDS Lifeline Activity**Lesson 7-2.1.8.CHSS.3,4,5:** HIV/AIDs Quiz**Lesson 8-2.1.8.PP.1,2,3,4,5:** Signs and stages of Labor**Lesson 9-2.1.8.PP.1,2,3,4,5:** Postpartum changes**Lesson 10-2.1.8.PP.1,2,3,4,5:** Pregnancy Project**Lesson 11-2.1.8.SSH.1,2,3:** Protecting the Vulnerable and yourself**Lesson 12-2.1.8.SSH.6,7,8,9,10,11:** What is sex, why abstincnes is so important.  |
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| *Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards*.Do NowDiscuss with a PartnerChalk TalkTicket to LeaveQuizzesClasswork supplemental to information presentedGraphic Organizers | *Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.*Teacher created tests/quizzes Comprehension Questions throughout lessonUnit Test |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Use the following or similar rubric to evaluate students’ performance on lesson assessments:4 -Innovating3 - Applying2 - Developing1 - Beginning | **Suggestion: Performance Task** **Kahoot**Students are to complete their own review game using their vocabulary terms from the unit. They may use their notes to create a study guide and highlight important information. They are to submit their kahoot and study guide on Google Classroom. |
| **District/School Texts** | **District/School Supplementary Resources** |
| Reproduction PPTReproduction Packet – Male and FemaleReproduction Packet - WorksheetsLessons 22,23,24HIV/AIDS NotesHIV/AIDS Timeline activityHIV/AIDS Risk Activity Video “In the Shadow of Love” | Pregnancy PPTPregnancy Guided NotesChapter review worksheetsBirth to Conception DVDVideo: “Too Young To Be A Dad”Webquest Scholastics Articles/ Newsela |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**LA.12.RI.9-10.1LA.12. RI.11-12.1 | **Math**MA.12.3.S-ID.B.5 | **Science**SCI.11-12.5.1.3.B.a |
| **21st Century Skills/Career Education**CRP4 W.9-10.6CAEP 8.1.12.A.2 | **Technology**TECH 8.1.12.A.CS1 |  |
| **Modifications and Accommodations** |
| **Special Education Students****Small group****Direct instruction****restate/rephrase****graphic organizers****modified assignments****chunking****intentional grouping****extended time** | **English Language Learners****Labels****word banks****visuals****student friendly definitions****extended time****chunking****intentional grouping****modeling** | **Students at Risk of School Failure** **graphic organizers****modified assignments****kinesthetic activities****restate/rephrase****chunking****intentional grouping** |
| **Gifted and Talented****leadership roles****intentional grouping****Targeted learning from assessment****independent study** | **Students with 504 Plans****breaks****chunking****preferential seating****visual reminders****restate/rephrase** |  |
| **Unit Duration: Instructional Days** |
| *12 Days* |