

**Randolph Township Schools Department of
Health and Physical Education
Randolph Middle School**

**Health Education Curriculum
Grade 8**

*“To keep the body in good health is a duty otherwise we shall not be able to keep
our mind strong and clear.”
~Buddha*

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Curriculum Developed
July 2020

Board Approval
October 20, 2020

**Randolph Township Schools Department of
Health and Physical Education
Grade 8 Health Curriculum**

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Randolph Township Schools
Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools
Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the student learning standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION EDUCATIONAL GOALS VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first.
- Mutual respect and trust are the cornerstones of a learning community.
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members.
- A successful learning community communicates honestly and openly in a non-threatening environment.
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways.
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences.
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth.

Randolph Township Schools

Health and Physical Education Health Education Grade 8

Introduction

The eighth-grade health education program is designed to give students the opportunity to examine the importance of lifetime wellness. Students will analyze factors that both support and hinder the achievement of personal health goals throughout the stages of life. Students will examine the efforts of organizations to prevent and control disease and health conditions. The curriculum is also designed to give students the ability to analyze various health issues to determine not only how they can live healthier lives, but how they can positively impact the health of others. An examination of the impact that community and groups can have on individuals will allow students to plan and implement ways to promote health at various levels. Through skills-based activities, students will not only understand the short-term and long-term effects of various drugs, but they will also gain an understanding of the cycle of addiction and dependency. Students will be able to discuss the affect that a person's health issues can have on those around them and will be able to summarize some intervention strategies that friends, and family members can use to assist those in need. Eighth graders will examine the characteristics of a healthy relationship and will discuss the various types of relationships that exist as well as cultural stereotypes. In this course, students will also explain the role of practicing healthy behaviors in an effort to prevent disease and unintended health issues and outcomes. In order to achieve these goals, the course will be guided by both the New Jersey State Standards and the National Standards for Health Education. The knowledge section for each unit are created using the national health standards. These standards may be found in the appendix. Also in the appendix 18A:35-4.34: Financial literacy instruction and 18A:35-4.35 - History of disabled and LGBT persons included in the middle school curriculum.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing
Chart Grade 8 Health

SUGGESTED TIME ALLOTMENT	UNIT	CONTENT - UNIT OF STUDY FOR WELLNESS HEALTH COMPONENT-ONE QUARTER PER YEAR
4 weeks	I	Personal Growth and Wellness
2 weeks	II	Community Health and Integrated Skills
2 weeks	III	Alcohol, Tobacco, and Other Drugs
2 weeks	IV	Family Life

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 8 Health
Unit I: Personal Growth and Wellness

TRANSFER: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

STANDARDS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p>2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one’s safety is compromised.</p>	Evaluating the potential for injury and knowing first-aid procedures can minimize injury and save lives.	<ul style="list-style-type: none"> ● Why do we take risks that can cause harm to ourselves or others? ● How do you know when to choose a particular first-aid procedure?
	Social and emotional development impacts all components of wellness.	<ul style="list-style-type: none"> ● What factors influence your social and emotional health?
	Respect and acceptance for all individuals provide a foundation for the prevention and resolution of conflict.	<ul style="list-style-type: none"> ● Why does conflict occur?
	Stress management skills impact an individual’s ability to cope with different types of emotional situations.	<ul style="list-style-type: none"> ● How can stress affect a person’s overall health?
2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.	KNOWLEDGE	SKILLS
2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.	<p>Students will know:</p> <p>Strategies exist to reduce the risk of intentional and unintentional injuries.</p> <p>Taking precautions in public places can help keep individuals safe.</p> <p>Traffic system safety helps prevent injuries.</p>	<p>Students will be able to:</p> <p>Describe ways to reduce or prevent injuries and other adolescent health problems. (1.8.5)</p> <p>Explain how school and public health policies can influence health promotion and disease prevention. (2.8.10)</p> <p>Examine the likelihood of injury or illness if engaging in unhealthy behaviors. (1.8.8)</p> <p>Predict the potential short-term impact of each alternative on self and others. (5.8.5)</p>

<p>2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p>2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.</p> <p>2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p>	<p>Specific first-aid techniques are used to treat certain injuries.</p> <p>Techniques exist to support healthy social and emotional health.</p> <p>There are effective strategies that can prevent conflict.</p> <p>There are different ways to deal with crisis and change. Stress can be managed with various strategies.</p> <p>Key Terms: stressors, distress, eustress, flight or fight response, strategies to reduce stress, first aid, CPR, Heimlich Maneuver, 1st, 2nd and 3rd degree burns, communicable disease, pathogens, infection, viruses, bacteria, hygiene, decision making, communication, goal setting, advocacy</p>	<p>Describe ways to reduce or prevent injuries and other adolescent health problems. (1.8.5)</p> <p>Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors. (1.8.9)</p> <p>Explain the importance of assuming responsibility for personal health behaviors. (7.8.1)</p> <p>Identify ways an individual might improve earning power by acquiring new knowledge and skills. (9.1.8.A.3)</p> <p>Demonstrate effective conflict management or resolution strategies. (4.8.3)</p> <p>Demonstrate how to ask for assistance to enhance the health of self and others.</p> <p>Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. (7.8.2)</p> <p>Demonstrate behaviors to avoid or reduce health risks to self and others. (7.8.3)</p>
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ASSESSMENT EVIDENCE: *Students will show their learning by the following techniques, including but not limited t*

- Participate in traffic safety role play
- Design a stress collage (stressors and/or coping strategies)
- Create a stress doll
- Develop an unhealthy behaviors public service announcement
- Design a safety and first aid class flipbook
- Complete exit ticket

KEY LEARNING EVENTS AND INSTRUCTION: *Students will demonstrate the skills through the following activities, including but not limited*

- Stress lab
- Gallery walk
- Small group presentations
- Current event discovery

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 8 Health
Unit I: Personal Growth and Wellness

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	<p>Personal Growth and Wellness</p> <ul style="list-style-type: none"> ● Safety and injury prevention ● First aid ● Stress management ● Conflict prevention ● Crisis and change ● Advocating for equality 	<p>Internet Resources (including but not limited to)</p> <p>https://www.thegreatbodyshop.net/ (The Great Body Shop – Materials and Program Guide/Program Map)</p> <p>https://www.etr.org/healthsmart/ (Health Smart)</p> <p>www.kidshealth.org (Kids Health)</p> <p>www.safekids.org (Safe Kids Worldwide)</p> <p>https://www.cdc.gov/healthyschools/sher/standards/index.htm (National Health Standards)</p> <p>The Great Body Shop www.thegreatbodyshop.net</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 8 Health
Unit II: Community Health and Integrated Skills

TRANSFER: The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

STANDARDS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.	Working together toward common goals with individuals of different abilities and backgrounds develops and reinforces core ethical values.	<ul style="list-style-type: none"> • How can we include individuals with various disabilities? • What qualities can promote group success?
2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.	Effective advocacy for a health or social issue is necessary in order to motivate others to address the issue.	<ul style="list-style-type: none"> • Where do I go to access accurate information about health and fitness services?
2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.	Potential solutions to health issues are dependent on health literacy and available resources.	<ul style="list-style-type: none"> • How do you know if a website is reputable? • How do you recognize scams and fake news?
2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.	Communicating health needs to trusted adults and professionals assist in managing health problems.	<ul style="list-style-type: none"> • How can outside resources impact a person's overall health?
	KNOWLEDGE	SKILLS
2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.	<p>Students will know:</p> <p>Character development can be improved with various strategies.</p> <p>Different cultures respond to individuals with disabilities in different ways.</p> <p>Reasons exist for why some groups work and other do not.</p>	<p>Students will be able to:</p> <p>Explain the influence of personal values and beliefs on individual health practices and behaviors. (2.8.8)</p> <p>Describe the influence of culture on health beliefs, practices, and behaviors. (2.8.2)</p> <p>Identify ways in which health messages and communication techniques can be altered for different audiences. (8.8.4)</p> <p>Work cooperatively to advocate for healthy individuals, families, and schools. (8.8.3)</p>

<p>2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the internet.</p> <p>2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.</p> <p>9.1.8A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.</p> <p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income</p> <p>9.1.8.A.7 Explain the purpose of the payroll deduction process, taxable income, and employee benefits.</p>	<p>Volunteering for an organization is a good way to promote the importance of health.</p> <p>Taking a stand on a health or social issue helps create awareness.</p> <p>Health products and services can come from different sources.</p> <p>Certain situations require support from a trusted adult or health professional.</p> <p>Taxes must be paid.</p> <p>Different career choices, level of education, skills, and the economy all affect earning and earning potential.</p> <p>Deductions are taken from payroll for various purposes.</p> <p>Key Terms: conflict, prejudice, values, peer pressure, ethical, legal, options, outcomes, short or long-term goals, culture, character, decisions, collaboration, taxes, payroll, financial literacy.</p>	<p>Demonstrate how to influence and support others to make positive health choices. (8.8.2)</p> <p>State a health-enhancing position on a topic and support it with accurate information. (8.8.1)</p> <p>Analyze the validity of health information, products, and services. (3.8.1)</p> <p>Determine the accessibility of products that enhance health. (3.8.3)</p> <p>Locate valid and reliable health products and services. (3.8.5)</p> <p>Describe situations that may require professional health services. (3.8.4)</p> <p>Demonstrate how to ask for assistance to enhance the health of self and others. (4.8.4)</p> <p>Analyze the purpose and affect taxes have on take home pay. (9.1.8.A.1)</p> <p>Determine the earning potential for different jobs and careers. (9.1.8.A.2)</p> <p>Explain the difference between incomes that are automatically taxed and income that has to be claimed, with examples. (9.1.8.A.7)</p>
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ASSESSMENT EVIDENCE: *Students will show their learning by the following techniques, including but not limited to:*

- Set and track a SMART personal health goal
- Write a newspaper column that evaluates a health product or service
- Create a persuasive argument evaluation
- Complete exit tickets

KEY LEARNING EVENTS AND INSTRUCTION: *Students will demonstrate the skills through the following activities, including but not limited to:*

- Graphic organizer that supports/hinders goal achievement
- Coffee house pair/share
- Brainstorm reasons why groups/teams succeed or fail
- Team building activities
- Take a stand on a social health topic
- Journal writing

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 8 Health
Unit II: Community Health and Integrated Skills

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<p>Community Health</p> <ul style="list-style-type: none"> ● Personal health goals ● Group adherence ● Health literacy and advocacy 	<p>Internet Resources (including but not limited to)</p> <p>https://www.thegreatbodyshop.net/ (The Great Body Shop – Materials and Program Guide/Program Map)</p> <p>https://www.etr.org/healthsmart/ (Health Smart)</p> <p>www.kidshealth.org (Kids Health)</p> <p>www.cdc.org (Center for disease Control)</p> <p>www.charactercounts.org (Character Counts)</p> <p>www.common sense media.org (Common Sense Education)</p> <p>https://www.cdc.gov/healthyschools/sher/standards/index.htm (National Health Standards)</p> <p>The Great Body Shop www.thegreatbodyshop.net</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 8 Health
Unit III: Alcohol, Tobacco, and Other Drugs

TRANSFER: Knowledge about drugs and medicines inform decision making related to personal wellness and the wellness of others.

STANDARDS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.	Medicines come in a variety of forms and should be taken as directed.	<ul style="list-style-type: none"> • How do I know if the use of a legal/illegal drug is abuse or misuse?
	There is a strong relationship between individuals who abuse drugs and increased health-risk behaviors.	<ul style="list-style-type: none"> • Why would someone use a drug if they know that it is illegal?
2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	Substance abuse is caused by a variety of factors.	<ul style="list-style-type: none"> • Why does one person become an addict and another does not?
	The ability to interrupt a drug dependency/addiction typically requires outside intervention, and a strong support system.	<ul style="list-style-type: none"> • Is addiction a disease? • What are the effects of drug abuse on a society?
2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.	KNOWLEDGE	SKILLS
2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.	Students will know:	Students will be able to:
	Abuse of medicines by adolescents and adults can have consequences.	Examine the likelihood of injury or illness if engaging in unhealthy behaviors. (1.8.8)
2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.	Abusing drugs can have both physical and behavioral effects.	Describe the interrelationships of emotional intellectual, physical, and social health in adolescence. (1.8.2)
	Using, selling, and possessing illegal substances has legal and financial consequences.	Analyze the outcomes of a health-related decision. (5.8.7)
	Dependency/addiction can be caused by a number of factors.	Examine how the family influences the health of adolescents. (2.8.1)
		Describe the influence of culture on health beliefs, practices, and behaviors. (2.8.2)

	<p>Steps can be taken for someone dependent or addicted to drugs to live a drug free life.</p> <p>Intervention strategies are available for family and friends to cope with the impact of substance abuse.</p> <p>Key Terms: drug, drug use and misuse, side effect, tolerance, drug abuse, addiction and treatment, community and national drug trends, decision making, communication, advocacy, goal setting</p>	<p>Describe how peers influence healthy and unhealthy behaviors. (2.8.3)</p> <p>Describe situations that may require professional health services. (3.8.4)</p> <p>Demonstrate behaviors to avoid or reduce health risks to self and others. (7.8.3)</p>
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ASSESSMENT EVIDENCE: *Students will show their learning by the following techniques, including but not limited to:*

- Create an alcohol impairment assessment
- Design a tobacco video public service announcement
- Present an overview of a selected drug
- Demonstrate role play and refusal strategies
- Design a substance abuse treatment information worksheet
- List protective shields
- Complete exit tickets

KEY LEARNING EVENTS AND INSTRUCTION: *Students will demonstrate the skills through the following activities, including but not limited to:*

- Learning stations
- Alcohol impairment activities
- Agree/disagree activities
- Using visuals/manipulatives to enhance learning

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 8 Health
Unit III: Alcohol, Tobacco, and Other Drugs

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Alcohol, Tobacco, and Other Drugs <ul style="list-style-type: none"> ● Abuse and misuse ● Addiction/dependency ● Drug treatment 	<p>Internet Resources (including but not limited to)</p> <p>https://www.thegreatbodyshop.net/ (The Great Body Shop – Materials and Program Guide/Program Map)</p> <p>https://www.etr.org/healthsmart/ (Health Smart)</p> <p>www.kidshealth.org (Kids Health)</p> <p>www.cdc.org (Center for Disease Control)</p> <p>www.drugfree.org (Partnership for Drug-Free Kids)</p> <p>www.common sense media.org (Common Sense Media)</p> <p>https://www.cdc.gov/healthyschools/sher/standards/index.htm (National Health Standards)</p> <p>The Great Body Shop www.thegreatbodyshop.net</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 8 Health
Unit IV: Family Life

TRANSFER: Understanding the various aspects of human relationships and sexuality assists in making good decisions about healthy living.

STANDARDS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
2.4.8.A.1 Predict how changes within a family can impact family members.	The values that we acquire can impact all types of relationships.	<ul style="list-style-type: none"> • What can we learn from family? • How do we learn to understand and respect diversity in relationships?
2.4.8.A.2 Explain how the family unit impacts character development.	Responsible actions regarding sexual behavior impact the health of oneself and others.	<ul style="list-style-type: none"> • How can the decisions we make now affect our future?
2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.	Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	<ul style="list-style-type: none"> • How does society have an impact on an individual's gender identity and sexual orientation? • What are the consequences of stereotypes?
2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.	Early detection strategies assist in the prevention and treatment of illness or disease.	<ul style="list-style-type: none"> • Why is healthcare important?
	KNOWLEDGE	SKILLS
	Students will know:	Students will be able to:
2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	Changes have an impact on every member of a family.	Examine how the family influences the health of adolescents. (2.8.1)
2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.	Families have a direct impact on a person's character development.	Describe the influence of culture on health beliefs, practices, and behaviors. (2.8.3)
	There are situations where relationships require the intervention of a professional.	Describe situations that may require professional health services. (3.8.4)
	There are different levels to a relationship.	Demonstrate how to influence and support others to make positive health choices. (8.8.2)

<p>2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</p> <p>2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</p> <p>2.4.8.B.6 Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.</p> <p>6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.</p>	<p>There are unhealthy and healthy qualities in a relationship.</p> <p>Strategies exist to end a relationship.</p> <p>Acceptable criteria exist for dating.</p> <p>Various contraception options exist.</p> <p>Gender identity, sexual orientation, and cultural stereotyping are issues that need to be addressed.</p> <p>Routine healthcare procedures are important in preventing various diseases.</p> <p>The impact of women, ethnic minorities, disabled and LGBTQ individuals have contributed to American history.</p> <p>Key Terms: relationships, emotional and social health, dating, commitment, marriage, divorce, character, values, boundaries and expectations, abstinence, contraception, barrier methods, hormonal methods, unintended pregnancy, parenthood, decision making, communication, advocacy, goal setting</p>	<p>Apply effective verbal and nonverbal communication skills to enhance health. (4.8.1)</p> <p>Distinguish between healthy and unhealthy alternatives to health-related issues or problems. (5.8.4)</p> <p>Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. (7.8.2)</p> <p>Demonstrate behaviors to avoid or reduce health risks to self and others. (7.8.3)</p> <p>Describe the influence of culture on health beliefs, practices, and behaviors. (2.8.2)</p> <p>Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. (7.8.2)</p> <p>Describe situations that may require professional health services. (3.8.4)</p> <p>Describe the impact different racial and ethnic groups have had on American society as it contributes to health and well-being. (6.1.12)</p>
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ASSESSMENT EVIDENCE: *Students will show their learning by the following techniques, including but not limited to:*

- Design a healthy relationships poster
- Complete a professional services information sheet
- Design a routine healthcare procedures information sheet
- Create a contraception brochure
- Develop a positive t-shirt/bumper sticker slogans (in reference to cultural stereotypes)
- Complete exit tickets

• **KEY LEARNING EVENTS AND INSTRUCTION:** *Students will demonstrate the skills through the following activities, including but not limited to:*

- Debate a health topic
- Presentations
- Relationship scenarios
- Learning stations

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 8 Health
Unit IV: Family Life

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	<p>Family Life</p> <ul style="list-style-type: none"> ● Family and relationships ● Contraception ● Gender identity, sexual orientation, and cultural stereotyping ● Healthcare 	<p>Internet Resources (including but not limited to) https://www.thegreatbodyshop.net/ (The Great Body Shop – Materials and Program Guide/Program Map) https://www.etr.org/healthsmart/ (Health Smart) www.kidshealth.org (Kids Health) www.cdc.org (Center for Disease Control) www.plannedparenthood.org/learn/parents (Planned Parenthood) www.babycenter.com (Baby Center-Expert Information about Pregnancy and Parenting) https://www.cdc.gov/healthyschools/sher/standards/index.htm (National Health Standards) The Great Body Shop www.thegreatbodyshop.net</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Grade 8 Health
APPENDIX

A. SHAPE America National Health Standards

<https://www.shapeamerica.org/standards/health/>

B. Section: 18A:35-4.34: Financial literacy instruction

1.The State Board of Education shall require that a school district incorporate in each of the grades six through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

C. Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

Policy 2422 updated June 2020