

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Health Education Grade 8

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| Length of Course: | 45 Days/Quarter |
| Elective/Required: | Required |
| Schools: | Middle School |
| Eligibility: | Grade 8 |
| Credit Value: | N/A |
| Date Approved: | August 17, 2021 |

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8th Grade Health - Quarter at a Glance
Order of instruction to be determined by the teacher.

| Disciplinary Concept | Suggested Pacing |
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| Standard 2.1 Personal and Mental Health | |
| <u>Pregnancy & Parenting (PP)</u> | 3-5 days |
| <u>Social & Sexual Health (SSH)</u> | 7-10 days |
| <u>Community Health Services & Support (CHSS)</u> | 5-7 Days |
| Standard 2.3 Safety | |
| <u>Personal Safety (PS)</u> | 7-10 days |
| <u>Health Conditions, Diseases, & Medicine (HCDM)</u> | 5-7 days |
| <u>Dependency, Substance Disorder, and Treatment (DSDT)</u> | 5-7 days |

*The following pacing guide was prepared to assist all stakeholders in understanding exactly what our teaching staff is going to review with students during 8th Grade Health. Each disciplinary concept has core ideas, essential questions, performance expectations, concepts and skills which provide an overview of the content matter. The instructional actions are some examples of how the teaching staff will implement instruction and assessment. **Modifications will be made to accommodate IEP mandates for classified students.** Our staff is continuously analyzing best practices, strategies and resources to enhance educational outcomes and learning experiences by reflecting on each quarter, unit of study, and lesson.*



**EPS Department of Health & Physical Education
“Commit to Be Fit”**

Resources & Related Information

We are a department on a mission to improve the quality of life for all students through health and physical literacy. Skills-based health instruction will improve students' capacity to analyze resources, information, and services to improve decision-making/health outcomes. Together, we will develop a wellness plan to cultivate strength, resilience, and happiness.

Skills practiced in health: Analyzing influences, **self-management***, goal setting, **decision making***, non-fiction reading comprehension, data interpretation, question creation, collaboration, leadership, public speaking, **self-awareness***, writing to influence, writing to learn, recognizing resource bias, research, assertive communication, evaluating products/services, creating hypothetical policy, identifying patterns in risk reduction, **social awareness***, **relationship skills***, and advocacy.

*(SEL core competencies, CASEL.org)

Breakdown of a Performance Expectation

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

(2.1) = Standard

(8) = Grade Level

(PGD)= Acronym for the disciplinary concept

(1)= Performance Expectation

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| <p style="text-align: center;">Resources:</p> <p>Comprehensive Health & Physical Education NJSLs (2020) Essential Materials- teacher created google slides, notes and curated resources Internet/Macbooks Supplemental materials; DVDs/Videoclips Links to best practices Articles (Newsela) G-Suite for Education YouTube</p> <p style="text-align: center;">Other technology tools:</p> <p>Learning Management- Google Classroom Formative assessment/recall practice: Quizlet, Kahoot, Quizizz, Google Forms Engagement sites: Polleverywhere, Socrative, Mentimeter, Padlet</p> | <p style="text-align: center;"><u>Content assistance:</u></p> <p>casel.org www.americanheart.org https://www.choosemyplate.gov/ www.healthcentral.gov www.cdc.gov www.discoveryeducation.com www.kidshealth.org www.teenhealth.org www.fda.gov www.3rs.org https://makeitbetter4youth.org www.healthatoz.com www.loveisrespect.org www.sexetc.org https://www.jostensrenaissance.com/theharbortv/ www.nutrition.gov https://suicidepreventionlifeline.org/ https://www.psychiatry.org/patients-families/suicide-prevention https://www.nimh.nih.gov/health/find-help/index.shtml http://www.njmentalhealthcares.org/ www.mentalhealth.gov</p> |
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| <p style="text-align: center;">Instructional Adjustments:</p> <ul style="list-style-type: none"> ● Differentiated Instruction ● Modify Curriculum to Suit Individual Needs ● Consult IEPs and 504 Plans for modifications ● Provide Study Guides ● Utilize Peer Tutors ● Assign Roles or Specific Tasks for Group Projects ● Adapt lessons to accommodate learner engagement ● Lesson, Unit, and Quarterly reflections to refine practice | <p style="text-align: center;"><u>Comprehensive Health & Physical Education Lifetime Practices</u> <i>(Overarching themes embedded into Health/PE topics)</i></p> <ul style="list-style-type: none"> ● Acting as responsible and contributing member of society ● Building and maintaining healthy relationships ● Communicating clearly and effectively (verbal and nonverbal) ● Resolving conflict ● Attending to personal health, emotional, social and physical well-being ● Engaging in an active lifestyle |
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| | <ul style="list-style-type: none">• Making decisions• Managing-self• Setting goals• Using technology tools responsibly |
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