

Health Curriculum Overview

GRADE 8

Grade Level: Eighth Grade

Content Area: Health

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Board Approved: _____

PACING GUIDE

Coding of Performance Expectations

To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- Personal Growth and Development (PGD)
- Social and Sexual Health (SSH)
- Physical Fitness (PF)
- Personal Safety (PS)
- Dependency, Substance Disorder and Treatment (DSDT)
- Pregnancy and Parenting (PP)
- Community Health Services and Support (CHSS)
- Lifelong Fitness (LF)
- Health Conditions, Diseases and Medicines (HCDM)
- Emotional Health (EH)
- Movement Skills and Concepts (MSC)
- Nutrition (N)
- Alcohol, Tobacco and other Drugs (ATD)

EACH LESSON IS ONE CLASS PERIOD (40 MINUTES)

Lesson Title	Lesson Overview	Lesson Objectives	NJSLS Alignment
UNIT: Emotional & Mental Health			
Lesson 1: Dimensions of Health	In this lesson, students are introduced to different dimensions of health. They learn about physical, emotional, social and spiritual health, and discuss ways young people can maintain or improve these aspects of health. They describe a positive personal practice in each of these dimensions and share their answers with classmates. They discuss how the dimensions of health are interrelated and give examples of how different aspects of their health affect each other.	Explain the interrelationship of physical, mental, emotional, social and spiritual health.	2.1.8.PGD.1 2.1.8.PGD.2 2.1.12.EH.2
Lesson 3: Being Emotionally Healthy	In this lesson, students examine what it means to be emotionally healthy. After completing an emotional health quiz for their own information, they discuss the characteristics of an emotionally healthy person and identify ways to improve emotional health. Then they make a plan to improve a positive emotional health trait.	Describe characteristics of an emotionally healthy person. Explain ways to improve emotional health.	2.1.8.EH.1 2.1.8.EH.2

Lesson 5: Building Healthy Relationships through Communication	In this lesson, students learn and practice skills for effective communication to support healthy relationships and emotional health. They review skills that promote effective communication and discuss how poor communication can hurt a relationship. After seeing the skills modeled, student groups practice these communication skills as both speakers and listeners. They complete a checklist to evaluate their use of the skills, and share how working on these skills can help improve their relationships.	Demonstrate effective communication skills. Demonstrate effective listening skills.	2.1.8.SSH.3 2.1.8.SSH.4
Lesson 9: What is Stress?	This lesson teaches about stress and its effects on emotional health. Students imagine or think about a time they felt stressed and discuss their physical and emotional reactions to stress. They identify negative and positive stressors and discuss how people react to stressful situations. Students answer questions about reactions to stress and analyze their own reactions to stressful situations.	Explain causes and effects of stress. Describe personal stressors at home, in school and with friends. Describe physical and emotional reactions to stressful situations. Explain positive and negative ways of dealing with stress.	2.1.8.EH.1 2.1.8.CHSS.8
Lesson 13: Social Media & Emotional Health	This lesson helps students examine the effects of social media, online gaming and other communication technology on their mental and emotional health. After brainstorming forms of technology and social media that they engage in, they review the characteristics of an emotionally healthy person and analyze how each of these traits can be influenced both positively and negatively by social media and/or being online. They use what they've learned to generate a list of guidelines for using social media and online technology in ways that can support rather than undermine their emotional health. Then they create and share an advocacy message based on one of these guidelines	Describe how social media, online gaming and other technology can impact mental and emotional health. Advocate for responsible social media and technology use that supports emotional health.	2.1.8.PGD.1 2.1.8.EH.2 2.1.8.CHSS.6
Lesson 15: Setting Goals for Emotional Health	In this lesson, students set a goal to improve some aspect of their emotional health. After reviewing traits of emotionally healthy people, they assess how often these traits are expressed in their own lives and choose a trait they would like to enhance or improve. They learn about and practice steps for setting a goal, then write a realistic,	Use goal-setting skills to improve emotional health. Monitor progress on a goal to improve emotional health.	2.1.8.PGD.1 2.1.8.EH.2 2.1.8.CHSS.8

	specific and measurable goal to improve some aspect of their emotional health and develop a plan to achieve it.		
UNIT: Nutrition & Physical Activity			
Lesson 1: What are Nutrients?	This informational lesson introduces the topic of nutrition and covers the main nutrients needed for health. Students first discuss where to find information about nutrition and physical activity and how to identify reliable sources. Then they read about the 6 nutrients and identify key facts about each one.	Summarize reliable sources of information about healthy eating. Identify the function of key nutrients. Identify food sources for key nutrients. Summarize the benefits of drinking plenty of water.	2.1.8.PGD.1 2.2.8.N.1
Lesson 2: What Should I Eat & How Much?	This informational lesson introduces food groups and the recommended daily amounts teens should eat from each food group. Students learn about MyPlate and the various food groups. Then they see a demonstration of recommended serving amounts from each group.	Summarize a variety of nutritious food choices for each food group. Summarize the amount of food from each food group that a person needs each day. Explain why the recommended amount of food a person needs each day may be different for each food group. Identify foods that are high in fiber.	2.1.8.PGD.1 2.1.8.PGD.4 2.2.8.N.1 2.2.8.N.4
Lesson 4: Reading a Food Label	In this lesson, students learn how to use food labels to help them make healthy choices. They review the information contained on the label and practice reading a sample label. Then they work with a partner to analyze and compare the food labels they brought from home and determine which food is the healthier choice.	Explain how reading a food label can help improve a person's eating habits. Analyze the nutrition information on food labels to compare products. Demonstrate how to use food labels to make healthy food choices.	2.1.8.PGD.1
Lesson 7: Eating Healthy at Fast-Food Restaurants	In this lesson, students learn how to make healthier choices at fast-food restaurants and when dining out. Students discuss some of the challenges fast foods pose to eating healthy, including excess calories, fat and sodium. Then they analyze typical fast-food meals for these elements. After brainstorming ways to make healthier choices in fast-food restaurants, they analyze	Explain how to select healthy foods when dining out at fast-food restaurants. Identify food preparation methods that add less fat to food. Differentiate between nutritious and non-nutritious beverages. Express intentions to	2.1.8.CHSS.6 2.2.8.N.2 2.2.8.N.3

	meals with healthier options and discuss what made these a better choice.	make healthier choices at fast-food restaurants.	
Lesson 12: Dieting Dangers & Healthy Ways to Manage Weight	This lesson examines the dangers of dieting and teaches about healthy ways to handle weight issues. Students discuss ways people attempt to lose or control weight, and the potential problems with dieting. Then they examine healthy ways to manage weight, including balancing food intake with physical activity. A take-home assignment encourages students to talk with their families about the dangers of dieting or trying to control weight through unhealthy means.	Explain the dangers of dieting. Identify healthy and risky approaches to weight management. Describe the relationship between what people eat, their physical activity level and their body weight. Describe the health risks of using weight-loss drugs.	2.1.8.PGD.1 2.1.8.CHSS.1 2.2.8.N.2
Lesson 14: Assessing My Physical Activity	This lesson introduces guidelines for physical activity. Students brainstorm a list of ways to be physically active, and learn the federal guidelines for physical activity for teens. They examine the list of activities and identify examples as they learn about different components of fitness, including cardiorespiratory fitness, muscle strength and bone strength. Then they discuss ways to add physical activity to their day without special equipment or a structured plan. They assess their own physical activity habits against the guidelines, and analyze a middle school student's sample physical activities for the week.	Describe how to meet the recommended amounts and types of moderate, vigorous, muscle-strengthening and bone-strengthening physical activity for adolescents. Describe physical activities that contribute to maintaining or improving the components of health-related fitness. Describe ways to increase daily physical activity and decrease inactivity. Assess personal physical activity practices.	2.1.8.PGD.1 2.1.8.CHSS.6
UNIT: Violence & Injury Prevention			
Lesson 8: Understanding Violence	In this lesson, students begin their study of violence. They explore the definition and identify different types of violence. They examine common causes of violence, including how it relates to prejudice and discrimination, and discuss behaviors and environmental factors that can contribute to violence. They discuss the different roles people can play in situations involving violence, and examine the negative consequences of violence for victims, perpetrators and bystanders. Then they suggest ways to avoid violence and identify behaviors that can help stop or prevent violence.	Identify causes of violence. Describe consequences of violence to perpetrators, victims and bystanders. Explain the role of bystanders in escalating, preventing or stopping violence. Describe behaviors that help stop or prevent violence.	2.1.8.PGD.1 2.1.8.PGD.4

Lesson 9: Understanding Bullying	This lesson helps students understand bullying. Students define bullying, then identify different types of bullying. They discuss the effects of bullying on targets and bystanders, and complete an activity sheet to summarize their learning.	Explain the effects of bullying on targets and bystanders. Describe how power and control differences can contribute to bullying.	2.1.8.SSH.4
Lesson 10: Taking a Stand Against Bullying	This lesson helps students explore ways to prevent or stop bullying. Students discuss the important role bystanders can play in helping to prevent or stop bullying, why it can be difficult to take action and why it's important to do so. They work in groups to list strategies that targets and bystanders can use to stop or prevent bullying and practice asking for help. Then they complete an activity sheet to explore how they would respond to situations involving bullying. A take-home family sheet allows them to talk about bullying with an older family member.	Identify actions to prevent or stop bullying. Express intentions to help prevent bullying at school. Demonstrate how to effectively ask for help to stop bullying.	2.1.8.SSH.3 2.1.8.SSH.4
Lesson 14: Skills to Resolve Conflict	In this lesson, students learn about conflict resolution. After defining terms, they learn about four different strategies for settling disagreements. They discuss the benefits of each strategy and best circumstances for using it, and explain how each strategy can help prevent physical fights.	Describe ways to manage interpersonal conflict nonviolently. Explain why it is important to understand the perspectives of others in resolving conflicts. Determine the benefits of using nonviolent means to solve interpersonal conflicts. Describe strategies to avoid physical fighting.	2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.6
UNIT: Tobacco, Alcohol & Other Drug Prevention			
Lesson 1: Teens & Drugs: What's the Truth?	In this norms-based lesson, students examine their beliefs about drug use among teens, compare their perceptions to actual norms, and discuss the influence of perceived norms on behaviors around vaping, other tobacco products, alcohol, marijuana and opioids.	Examine perceived norms around vaping, and the use of other tobacco products, alcohol, marijuana and opioids. Explain that most teens do not use tobacco, alcohol or other drugs.	2.1.8.PGD.1
Lesson 2: Alcohol: What's the Truth?	This informational lesson helps students see how much they know about alcohol and teaches key facts about this drug. Students complete a True/False quiz about alcohol	Summarize the negative consequences of using alcohol. Explain how using alcohol could negatively affect their lives. Describe the	2.1.8.PGD.1 2.1.8.SSH.8

	and share their ideas in pairs. After reviewing the correct answers, they examine how alcohol use could affect their goals and activities.	relationship between alcohol use and other risky behaviors.	
Lesson 3: Vaping & Other Tobacco Products	This informational lesson helps students see how much they know about tobacco, including vaping, and teaches key facts about nicotine. Students play a card-matching game to answer questions about smoking, using smokeless tobacco and vaping. After reviewing the correct answers, they complete an activity sheet to summarize their learning.	Describe the negative short- and long-term physical effects of using tobacco. Summarize the negative health effects of secondhand smoke. Describe negative effects of vaping. Summarize the personal benefits of being tobacco free.	2.1.8.PGD.1 2.1.8.PGD.4:
Lesson 4: Marijuana; What's the Truth?	This informational lesson teaches key facts about marijuana and reinforces the message that most teens do not use this drug. Students read about marijuana, then complete an activity sheet to offer advice and share what they've learned with younger students.	Summarize the negative short- and long-term effects of marijuana use. Explain that most teens do not use marijuana.	2.1.8.PGD.1
Lesson 5: Medicines: What's the Truth?	This informational lesson helps students understand proper use and misuse, as well as effects of misuse, of over-the-counter and prescription medicines. Students learn about different types of medicines and rules for taking medicines. They practice reading label directions and analyze scenarios to distinguish between proper use and misuse.	Explain directions for correct use of over-the-counter and prescription medicines. Differentiate between proper use and misuse of over-the-counter and prescription medicines. Describe negative effects of misusing over-the-counter and prescription medicines.	2.1.8.PGD.1
Lesson 7: Opioids: What's the Truth?	This lesson focuses on the dangers of opioid misuse. Students brainstorm what they know or have heard about opioids, then read a fact sheet about these drugs. They work in small groups to highlight the key information they think students need to know about opioids from the reading. Then they analyze a story to identify examples of both proper use and misuse and describe some of the negative consequences that happen as a result of opioid misuse.	Differentiate between proper use and abuse of prescription opioids. Describe negative consequences of misusing opioids.	2.1.8.PGD.1 2.1.8.CHSS.6

Lesson 8: Consequences of Drug Use: How Bad Could it Be?	In this lesson, students explore the variety of consequences of drug use in multiple areas of life through a group brainstorming activity, examine the potential seriousness of these consequences, and personalize the information by deciding which consequences would have the most influence on their decision to be drug free.	Explain how using tobacco, alcohol and other drugs can negatively affect multiple aspects of a person's life. Examine the likelihood and seriousness of negative consequences resulting from tobacco, alcohol and other drug use. Describe how negative consequences of using tobacco, alcohol and other drugs could affect them personally.	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.4
Unit Assessment 2: Health Actions Pamphlet	This culminating activity assesses student learning for the unit through a creative performance task.	Describe negative consequences of drug use. Analyze internal and external influences on choices to use tobacco, alcohol and other drugs. Identify words and actions used to resist pressure to use drugs. Summarize benefits of being drug free. Advocate for peers to be drug free.	2.1.8.PGD.1 2.1.8.CHSS.6
UNIT: Abstinence, Puberty & Personal Health			
Lesson 1: Staying Healthy for a Lifetime	In this lesson, students learn that practicing healthy behaviors can be a path to lifelong health. They discuss the meaning of the phrase common sense, then brainstorm common-sense steps for staying healthy and identify benefits of lifelong health. After discussing sources of information about health and the popularity of online resources, they learn about and practice asking key questions to evaluate online resources for the quality and usefulness of the information they provide.	Explain how positive health behaviors can benefit people throughout their lifespan. Identify sources of accurate information for help with personal health issues and concerns. List questions to ask when evaluating the reliability of online information about personal health. Optional: Evaluate online information about personal health.	2.1.8.PGD.1
Lesson 2: Keeping my Body Healthy	In this lesson, students continue to explore the idea of practicing healthy behaviors as a path to lifelong health. After briefly reviewing the important functions of the ears, the eyes, the skin and sleep, they work in small groups to brainstorm ways to prevent common health risks teens face with regard to hearing, vision, skin damage and lack of sleep. Then they create and present original public service announcements that advocate for	Summarize actions to protect vision. Summarize actions to protect hearing. Summarize actions to protect skin from sun damage. Summarize the benefits of getting proper rest and sleep for healthy growth and development. Advocate for healthy behaviors.	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.CHSS.1

	selected health behaviors in the areas of adequate sleep and rest, protection of vision and hearing, and prevention of sun damage.		
Lesson 3: Protecting my Body from Disease	In this lesson, students develop their understanding of how to prevent infectious and chronic disease. They identify the symptoms of illness and learn the differences between infectious and noninfectious disease. They examine how common infectious illnesses are transmitted, and discuss and practice ways to prevent them. They then learn about behavioral and environmental factors that can influence the development of chronic disease. They summarize their learning by making a simple plan they will follow to help prevent disease and promote lifelong health.	Summarize the symptoms of someone who is sick or getting sick. Explain the differences between infectious and noninfectious diseases. Summarize the ways that common infectious diseases are transmitted. Describe the behavioral and environmental factors that contribute to the major chronic diseases. Summarize health practices to prevent the spread of infectious illnesses. Summarize health practices to help prevent chronic disease.	2.1.8.PGD.1 2.1.8.PGD.2 2.1.8.PGD.4 2.1.8.CHSS.6
Lesson 7: Puberty	In this informational lesson, students learn about puberty. Small groups brainstorm physical, emotional and social changes they think occur during puberty. The class discusses and evaluates the groups' lists, and then students complete an activity sheet on the changes they learned about. As homework, students interview parents or other adults about puberty and sexuality.	Describe the physical, social, mental and emotional changes associated with puberty. Summarize the benefits of talking with parents and other trusted adults about sexuality.	2.1.8.PGD.3
Lesson 8: The Menstrual Cycle & Pregnancy	This lesson teaches about ovulation, the menstrual cycle and fertilization. Students read about the menstrual cycle, then work in pairs to answer questions about the reading. They also read about and discuss fertilization and how pregnancy occurs. Then pairs complete an activity sheet that reviews the material covered in the last 4 lessons.	Describe how pregnancy occurs.	2.1.8.PGD.3 2.1.8.PP.2 2.1.8.PP.3
Lesson 11: Benefits of Abstinence	This lesson reinforces the choice to be abstinent. Students identify the benefits of sexual abstinence and vote on a list of the top 10 benefits. Then they use what they have learned to compose a letter of advice about abstinence.	Determine the benefits of being sexually abstinent. Explain why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STIs and pregnancy. Advocate for protecting sexual health by being sexually abstinent.	2.1.8.SSH.7 2.1.8.SSH.8 Age Appropriate

UNIT: HIV, STI & Pregnancy Prevention			
Lesson 1: Understanding Sexual Health	Students begin this lesson by establishing agreements or guidelines for classroom discussion about sexuality and sexual health. After briefly reviewing the different aspects of sexuality, students focus on how the choices people make about sex can affect their sexual health. They define and explore the potential risks and negative consequences of sexual activity, and contrast these with the benefits of sexual abstinence. They compare their perceptions to actual norms around sexual activity among ninth graders to reinforce that most students their age are not currently sexually active. Then they work in pairs to write answers to questions in an advice column about sexual abstinence, sexual activity and sexual health.	Describe the consequences of becoming sexually active. Determine the benefits of being sexually abstinent. Explain that most teens are not engaging in sexual intercourse. Describe ways to protect sexual health.	2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.11
Lesson 2: Sexual Identity & Sexual Stereotyping	In this lesson, students learn about sexual identity and the problems with sexual stereotyping. After reading about different types of sexual attractions and gender identities, they examine common sexual stereotypes. They discuss ways to challenge these stereotypes and then practice responding to a variety of situations in which stereotyping is occurring.	Apply ways to challenge sexual stereotyping. Describe how sexual stereotyping can negatively affect people. Explain why it's important to challenge sexual stereotypes.	2.1.8.SSH.1 2.1.8.SSH.2 Age Appropriate
Lesson 5: Reproduction & Teen Pregnancy	This lesson reviews facts about reproduction and pregnancy. After reading about how fertilization occurs, students take part in an activity that helps them understand the risk of pregnancy as a result of unprotected sex. They list consequences that would occur if they became teen parents, and use what they've learned about advocacy to work in pairs to create posters of the top 3 reasons not to become a teen parent. They take home a family sheet to help them discuss the challenges of being a parent with a parent or guardian.	Explain how pregnancy occurs. Personalize the risk of pregnancy if having unprotected vaginal intercourse. Identify the consequences of becoming a teen parent. Use advocacy skills to encourage others to avoid unintended pregnancy.	2.1.8.PGD.3 2.1.8.PP.2 2.1.8.PP.4 2.1.8.SSH.11

Lesson 6: STI Facts	In this lesson, students study facts about sexually transmitted infections (STIs). They define STI and learn how STIs are transmitted. After reading more about STIs, they work in small groups to review the facts, including symptoms, which STIs can and cannot be cured, and the physical, social and emotional consequences of STIs.	Describe symptoms of common STIs. Explain that some STIs are asymptomatic. Explain how common STIs are transmitted. Explain the negative consequences of common STIs. Summarize which STIs can be cured and which can be treated. Describe why sexual abstinence is the safest, most effective way to avoid STIs.	2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.SSH.11 2.1.8.CHSS.5
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