

Health Standards Eighth Grade Curriculum & Resources

NJSLS 2020	Disciplinary Concept	Core Idea	Performance Expectation	Week Number (1-9)	Approved Resources
<u>2.1 Personal and Mental Health</u> <u>6-8</u>	Emotional Health	Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.	2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.	1	Lesson: Mental and Emotional Health EverFi Understanding Mental Wellness National Alliance on Mental Illness Classroom Wise Mental Health Resources for Teacher
	Community Health Services and Support	Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available		Choose Love Curriculum Empathy vs Sympathy video
	Social and Sexual Health	Inclusive schools and communities are accepting of all people and make them feel welcome and included.	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	2-3	Lesson: Healthy Relationships (Content is under former Healthy Lifestyle lessons) Advocates for Youth, 3Rs Healthy or Unhealthy Relationship <i>Note: This site contains a variety of lessons. Haddon Township Teachers will only be utilizing this lesson for this topic.</i>

**Based on required 2020 New Jersey Health Standards*

					<u>SHAPE America</u>
		Relationships are influenced by a wide variety of factors, individuals, and behaviors.	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		Choose Love curriculum Commit to Respect Video <u>EverFi</u> - Honor Code: Beyond Bullying - Get digital: Safety in the Metaverse - Ignition: Digital wellness & safety - Character playbook <u>Kids Health</u>
	Community Health Services and Support	Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.		
<u>2.3 Safety</u>	Personal Safety	Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.	2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).		Lesson: Health Lifestyles *See above
		Technology can impact the capacity of	2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and		

**Based on required 2020 New Jersey Health Standards*

		individuals to develop and maintain healthy behaviors and interpersonal relationships.	respectfully (e.g., sexting, sextortion). 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).		
<u>2.1 Personal and Mental Health</u> <u>6-8</u>	Social and Sexual Health	There are factors that contribute to making healthy decisions about sex.	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).	4-5	Lesson: Sexual Health and STIs (content is under former Healthy Lifestyle lessons) Dating-Are you ready to start dating? Rutgers Answers National Sexual Violence Resource Center NJDOE Dating Violence, Keeping Our Kids Safe, Healthy, & in School Advocates for Youth. 3Rs curriculum : - Consent Goes with Everything - Understanding you Health: Understanding and Preventing STDs - STD Basics: Reducing your Risks <i>Note: This site contains a variety of lessons. Haddon Township Teachers will only be utilizing this lesson for this topic.</i>
<u>2.3 Safety</u> <u>6-8</u>	Personal Safety	Individuals may experience interpersonal and/or	2.3.8.PS.2: Define sexual consent and sexual agency. 2.3.8.PS.3: Define interpersonal and	4-5	Lesson: Sexual Health and STIs *See above

**Based on required 2020 New Jersey Health Standards*

		sexual violence for a variety of reasons, but the victim is never to blame.	sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.		
	Health Conditions, Diseases and Medicines	Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition	2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission		
<u>2.1 Personal and Mental Health</u> <u>6-8</u>	Community Health Services and Support	Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.	2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). 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,	6	Lesson: Community Resources (under former Healthy Lifestyle lesson) <u>ChildNet</u> <u>WebMD</u> <u>Trauma Sensitive Schools</u> <u>NJDOE Dating Violence, Keeping Our Kids Safe, Healthy, & in School</u> <u>Advocates for Youth, 3Rs Curriculum</u> : NJ Pre-Law <i>Note: This site contains a variety of lessons. Haddon Township Teachers will only be utilizing this lesson for this topic.</i>

**Based on required 2020 New Jersey Health Standards*

			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.		
<u>2.3 Safety</u> <u>6-8</u>	Personal Safety	Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.	2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).	6	Lesson: Community Resources *See above
	Alcohol, Tobacco and other Drugs	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.	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.	7-8	Lesson: Drugs & Alcohol Everything You nNeed to Know About Substance Abuse in 22 min – Human Relations Media DVD <u>EverFi</u> - Prescription Drug safety - Vaping: Know the truth

**Based on required 2020 New Jersey Health Standards*

					CDC E-cigarettes & Alcohol
	Dependency, Substances Disorder and Treatment	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.	2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorder 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.		National Institute on Drug Abuse: How Nicotine Affects the Brain NJDOE Keeping Our Kids Safe, Healthy, & in School Catch My Breath
		The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.	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		
<u>2.1 Personal and Mental Health</u> <u>6-8</u>	Personal Growth and Development	Individual actions, genetics, and family history can play a role in an individual's personal health.	2.1.8.PGD.1: Explain how appropriate health care can promote personal health. 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.	8-9	Lesson: Healthy Lifestyle EverFi Healthier Me: Middle School
		Responsible actions regarding behavior can	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and		Shape America

**Based on required 2020 New Jersey Health Standards*

		impact the development and health of oneself and others.	personal health.		<u>Kids Health</u>
<u>2.3 Safety</u> <u>6-8</u>	Health Conditions, Diseases and Medicines	Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition	2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.	8-9	Lesson: Healthy Lifestyle *See above
		Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.	2.3.8.HCDM.6: Explain how the immune system fights disease.		
<u>2.2 Physical Wellness</u> <u>6-8</u>	Physical Fitness	A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).	2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.	8-9	Lesson: Healthy Lifestyle *See above
	Nutrition	Many factors can influence an	2.2.8.N.1: Analyze how culture, health status, age and access to healthy		

**Based on required 2020 New Jersey Health Standards*

		individual’s choices when selecting a balanced meal plan, which can affect nutritional wellness.	foods can influence personal eating habits. • 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.		
--	--	--	---	--	--

**Based on required 2020 New Jersey Health Standards*