

Gr. 6-8 Health Curriculum:

Overview

During this grade level band of health instruction, students will be exposed to multiple learning objectives that focus on injury prevention and personal safety, nutrition, body functions, growth and development, the cycle of family life, disease and illness prevention, substance abuse prevention, community health and safety, self-worth, mental and emotional health, environmental and consumer health, and physical fitness. At all grade levels, these topics will be presented academically in an age appropriate manner that respects the comfort level, cognitive development, and wellbeing of all students, while also adhering to NJSL guidelines.

New Jersey Student Learning Standards

Learning in this unit will focus on:

Standard:

- 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.
- 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.PGD.4: Analyze the relationship between healthy behaviors and personal health
- 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.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.
- 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.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, 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.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change
- 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
- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy 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.
- 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

Instructional Focus

<p>Essential Questions:</p> <p>What does it mean to be a lifelong learner? What are the major body parts and functions? What happens when a body system fails? Why does nutrition and exercise matter? What does it mean to be responsible? What is the cycle of life? Why does social and emotional health matter? What are communicable and non-communicable diseases? Why are all types of safety important? Why are substance abuse and addiction important to know about? What does it mean to be a healthy consumer?</p>	
<p>Suggested Activities</p> <p>Grade MS1 Becoming a Life Long Learner Critical thinking skills Problem solving Barriers to decision-making process Practicing creative thinking Collaboration Cooperation Setting realistic short term and long term goals Working independently Collecting information from a variety of sources Using major tools of technology Communicating a message Practicing verbal & visual presentation skills</p>	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • The Great Body Shop Program • Brain pop videos • Teacher Made Materials* • Video Clips • Leveled Readers* <p><i>*includes varied levels of text</i></p>

<p>Exploring a range of skills for life long learners</p> <p>Grade MS1</p> <p>Body Systems</p> <p>Naming body systems</p> <p>Identifying major body parts and functions</p> <p>Interrelationships</p> <p>Exploring the consequences of the failure of one body system</p> <p>Health habits and behaviors to increase peak function</p> <p>Influences for long-term health</p> <p>Endocrine system</p> <p>Nervous system</p> <p>Immune system</p> <p>Gastrointestinal system</p> <p>Urinary system</p> <p>Circulatory system</p> <p>Respiratory system</p> <p>Reproductive system</p> <p>Musculo-skeletal system</p> <p>Integumentary system</p> <p>Leading Health Indicators</p> <p>Health risk and protective factors</p> <p>Interdependence of body systems</p> <p>Grade MS1</p> <p>Fitness & Nutrition</p> <p>Building understanding of good nutrition, daily exercise and sufficient rest for life-long health</p> <p>Daily diet, exercise and rest needed in adolescence</p> <p>The purpose and benefits of exercise</p> <p>Basic principles of training</p> <p>Guidelines for exercise</p> <p>Personal plans for fitness</p> <p>Diseases/disorders that go with poor levels of fitness and/or nutrition</p> <p>The role of health behaviors in disease and wellness levels</p> <p>Sleep levels and performance</p> <p>ABC's of good health</p> <p>Eating disorders</p> <p>Dietary Guidelines</p> <p>Food Pyramids and alternatives</p> <p>Grade MS1</p> <p>The Cycle of Life</p> <p>Physical and emotional stages, characteristics and developmental needs throughout life</p> <p>The cycle of life: reproduction, the fetus, birth, infancy, early and later childhood, puberty, adolescence, adulthood, middle age, old age, death</p> <p>Changing relationships</p> <p>Changing responsibilities</p> <p>Genes, DNA, heredity</p>	
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<p>Individual differences</p> <p>Developing a realistic body image</p> <p>The concept of family</p> <p>Dating & friendship</p> <p>Peer pressure, risk taking</p> <p>Setting goals</p> <p>Hygiene routines</p> <p>Sexual responsibility</p> <p>Hormones and impact on body systems</p> <p>Social and emotional changes during adolescence</p> <p>Refusal skills</p> <p>Respect for self and others</p> <p>Gender equity</p> <p>Grade MS1</p> <p>Social & Emotional Health</p> <p>The relation between physical changes and self-esteem</p> <p>Positive character traits to model: tolerance, honesty, respect, kindness, and restraint</p> <p>Responsible decisions</p> <p>The role of communication and collaboration skills in social and emotional health</p> <p>Identification of feelings</p> <p>Resources for assistance</p> <p>Appropriate expression & management of feelings</p> <p>Friendships and dating</p> <p>Managing positive and negative peer pressure</p> <p>Dealing with disrespect</p> <p>Peer/parent interaction</p> <p>Influence of technology, culture and media</p> <p>Healthy, safe relationships</p> <p>Harassment & bullying</p> <p>Grade MS1</p> <p>Disease & Illness Prevention</p> <p>The nature of communicable and non-communicable disease</p> <p>Methods of transmission</p> <p>Effects of lifestyle/hygiene</p> <p>The difference between disease and disorder</p> <p>Chronic conditions</p> <p>Causes and categories of various diseases</p> <p>Reducing risk factors</p> <p>Diseases like HIV, which can be prevented through health behaviors, and diseases like measles, which can be prevented through immunization</p> <p>Catastrophic diseases: cause, prevention and treatment</p> <p>Empathy, safe care, and concern for the ill</p> <p>Community resources</p> <p>Bacteria and viruses</p> <p>Personal responsibility</p> <p>Grade MS1</p> <p>Safety, Injury & Violence Prevention</p> <p>Contrast unintentional and intentional injury</p>	
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<p>Recognize actions and behaviors leading to injury Collect and analyze injury prevention information Safety precautions for sports, recreation, cars, buses, bicycles, walking Injury prevention at home, school and community Weather precautions Guns and other weapons Violence risk factors: TV, negative peer pressure, intolerance, gangs Harassment and bullying Sexual and other abuse Behaviors for protection Getting help for emergencies First aid procedures Resources in the community Grade MS1 Substance Abuse Prevention Define substance abuse and addiction List addictive substances and the possible physical, emotional social and economic effects of each on the individual, the family and the community Inhalants, OTC drugs, tobacco and alcohol Legal vs. illegal drugs Methods of intervention and treatment Drug dependency Statistics on success rates in treating drug abuse Internal protective factors External protective factors The continuum of risk behaviors Asset building for protection The influence of the media Grade MS1 Consumer, Community & Environmental Health Health care consumer habits and preferences Consumer trends and levels of satisfaction with value received Useful health care products and services Analyzing a variety of influences on health care decisions: families, friends, marketing and advertising, technology, laws and public policy The importance of a healthy environment Possible effects of pollution of air, water, food supply, and sound by pesticides and waste Community and individual responsibility for the health of the environment</p>	
<p>Pacing: 1 health lesson per cycle, complete one curricular unit per month in sequence (The Great Body Shop) https://www.thegreatbodyshop.net/curriculum/middle-school/topics</p>	

Interdisciplinary Connections

Language Arts Literacy

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Other Interdisciplinary Connections

- 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
- 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
- 9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation

Integration of Technology

The following standards will be addressed through activities in this unit:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
- 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.

Covered in this curriculum (x)	Career Readiness, Life Literacies, and Key Skills Practices	Description
X	Act as a responsible and contributing community members and employee	Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
X	Attend to financial well-being	Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
X	Consider the environmental, social and economic impacts of decisions	Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and

		regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
X	Demonstrate creativity and innovation	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
X	Utilize critical thinking to make sense of problems and persevere in solving them	Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
X	Model integrity, ethical leadership and effective management	Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
X	Plan education and career paths aligned to personal goals	Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
X	Use technology to enhance productivity increase collaboration and communicate	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in

	effectively	acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
X	Work productively in teams while using cultural/global competence	Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Evidence of Learning

Summative and Benchmark Assessments	Formative Assessments and Alternative Activities	
Unit Pretest Unit Project Unit Test Unit Writing Activity Performance Assessment	Student Conference Fun and Games Class work/participation Critical Thinking Skill activity Let's Write Bonus Source Activity Leveled Reading Activities	Lesson Review questions Reading Check questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Homework and Practice pages Writing Connection Content Videos

Instructional Delivery add

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- The Great Body Shop program
- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities

Differentiated Instruction, Accommodations & Adaptations

Guided Reading -Leveled Readers
Alternative Assessments
Goal Setting with Students

Homework Options
Frequent Breaks
Tests Read Aloud

Cooperative Learning
 Personal Maps

Change in Content, Process, Product
 Flexible Grouping
 Modified Class Assignments

Special Education/IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Picture study guides Small group instruction Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides
ELL	Gifted & Talented
Video presentation/Audio presentation Tests modified to include a word bank, drawings, and diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk	

Internet Resources

[BrainPop Jr supplemental videos](#)

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