

Glen Ridge Board of Education
Health
8th Grade
Required
One Marking Period

New Jersey Student Learning Standards

Health Mission Statement: Our philosophy is to move students toward "health literacy", which is the main goal of the National Health Education Standards. We believe the health literate student should be a critical thinker, a problem solver, a responsible productive citizen, a self-motivated learner and an effective communicator. This literacy will allow our students more of an ability and competence to obtain, interpret, understand and use basic health information, and services.

Course Description: Health Education is concerned with the students' physical, mental, emotional and social well-being. The students will become knowledgeable in the process of human conception and birth. This course includes abstinence, contraception, and other aspects of human sexuality and teen relationships. Students will be provided with the information on the dangerous effects of substance abuse. Students will be provided with information about death, dying, and stages of grief. Students will be able to identify the warning signs and preventive measures of suicide. The primary goal is to provide information that will assist students in developing concepts and behaviors that will encourage the formation of safe, personal health practices.

Name of Course		
Unit 1: Wellness		
Time Allotted (days of instruction): 5 weeks		
New Jersey Student Learning Standards (NJSLS) 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle		
(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)		
Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● What are the components of wellness? ● How do the decisions I make affect health? ● How do I relate to the important people in my life? ● What does it mean to be mentally healthy? ● How do I keep myself safe? ● When conflict arises, how do I manage the situation? ● How do I manage stress in a healthy manner? ● How does one communicate effectively? ● What are some refusal skills and how do I 	<ul style="list-style-type: none"> ● Recognize factors that influence your self-concept and develop self-esteem. ● Identify and express emotions in healthy ways ● Identify healthful behaviors to manage anger. ● Identify causes of stress, how your body responds to stress and how to manage stress. ● Recognize strategies for coping with personal loss, and emotional support for someone who is grieving. 	<ul style="list-style-type: none"> ● Do Now ● Note taking ● Worksheets ● Class discussions ● Slideshows ● Suicide and bullying Prevention ● Mental Illness ● Current Events ● Class Discussions ● Videos ● Test On All Topics

<p>use them?</p> <ul style="list-style-type: none"> ● How do you make a decision when working collectively? ● What are some symptoms of mental illness? ● What steps can I take to lengthen my life? ● What is a nutritious diet? ● How can I incorporate a healthy diet into my life? ● How can I keep myself healthy? ● What is an eating disorder? ● What are the warning signs for an eating disorder? ● How can I assist a friend who is unhealthy? ● How can I learn to manage stress? ● How can I learn to respect and accept all individuals within society? 	<ul style="list-style-type: none"> ● Identify two mood disorders, anxiety disorders and the signs of depression ● Identify current diseases and health conditions ● Demonstrate knowledge of weight management techniques and nutritional choices. ● Analyze the different components to a healthful diet. ● Analyze and evaluate the risk factors, symptoms, complications and treatments of eating disorders. ● Discuss diagnostic procedures and treatments for health conditions and diseases including cancer and cardiovascular disease. ● Identify the warning signs and preventative measures of teen suicide. ● Recognize school violence and understand ways to prevent violence. ● Justify the nature of conflict and conflict resolution. ● Recognize and apply effective communication skills to resolve conflicts. ● Differentiate between healthy and unhealthy use of technology as it relates to harassment and intimidating behaviors. ● Recognize and analyze how showing good character can make positive changes in school. ● Develop skills of understanding, compassion and empathy for others. 	
Resources/Materials	Google Classroom, Glencoe Teen Health, Course 3	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex 	

	ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research.
21st Century Life and Careers	Standard 9.1 21st-Century Life & Career Skills ● All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures
Technology Standards	● Standard 8.1 Computer and Information Literacy All students will use computer applications to gather and organize information and to solve problems ● Standard 8.2 Technology Education All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment
Diversity/Inclusion	<ul style="list-style-type: none"> ● All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. <ul style="list-style-type: none"> ● Students will learn about the different types of families and different types of sexualities as well as participate in projects regarding bullying, harassment, violence prevention and building character education.

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> ● In Class Discussions ● Group Work ● Exit Tickets ● Teacher Observation ● Homework Assignments 	<ul style="list-style-type: none"> ● Written Tests ● Written Assignments ● Current Events ● Slideshow Presentations 	<ul style="list-style-type: none"> ● Pre and Post Tests ● Chapter Tests ● Surveys 	<ul style="list-style-type: none"> ● Study guides provided ● Word bank for assessments provided ● Modify testing and homework as needed. ● Provide alternative testing site ● Response Format and Procedures ● Use of preferred mode (e.g., oral testing, use of illustrations, posters, diagram) ● Adjusted format; group similar problems together <ul style="list-style-type: none"> ● Extended time ● Fewer items per page ● Highlight and bold action words

			<ul style="list-style-type: none"> ● Break up multi-step instructions by providing space between questions ● Provide extended time on assessments ● Rephrase test questions verbally ● Allow assessments to be typed

Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> ● Provide correction for language errors by modeling, not overt correction ● Ability to access Google translate in native language ● Verbal testing for written assessments makes lessons visual. ● Use visual representations of new vocabulary and use graphs, maps, photographs, drawings and charts to introduce new vocabulary and concepts. ● Cooperative and partner activities. ● Give students a job in a group. Monitor that they are participating ● Determine key concepts for the unit and define language and content objects for each lesson. ● Highlighting action words within the directions 	<ul style="list-style-type: none"> ● Study guides ● Allow a note card while test taking (teachers discretion) ● Modified tests ● Shortened assignments per the teachers discretion ● Working with AD teacher for test corrections/modifications 	<ul style="list-style-type: none"> ● Tiered Assignments ● Cooperative learning assignments

Name of Course
Unit 2: Human Relationships and Sexuality
Time Allotted (days of instruction): 4 weeks
New Jersey Student Learning Standards (NJSL) 2.1 Personal and Mental Health

(TO ADD MORE ROWS, RIGHT CLICK AND CHOOSE INSERT ROW BELOW)

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> ● Why is it important for teens to know about the reproductive system, prenatal development and birth? ● What challenges related to sexuality do teens face? ● How are infectious diseases spread? ● What is an STI? ● What are the most common STI's? ● What are some risks to my health that I can avoid? ● What are some risks involved with teen pregnancy? ● What happens in specific trimesters during a pregnancy? ● How can I keep myself safe? ● What is abstinence? ● What are contraceptives? ● What are the different types of contraceptives? ● What are some warning signs of an unhealthy relationship? ● How can I have safe and healthy relationships with others? ● What are various forms of violence and what can be done to reduce violence?' ● How does a teen deal with peer pressures? ● What does a healthy teen relationship consist of? ● How do parental roles change throughout a lifetime? ● What are the different types of abuse? ● How does one seek help if they are being 	<ul style="list-style-type: none"> ● 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change ● 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships ● 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships ● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships ● 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.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.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) 	<ul style="list-style-type: none"> ● Do now ● Note taking ● Worksheets ● Discussions ● Labeling, terminology <p>Slideshows:</p> <ul style="list-style-type: none"> ● Reproduction ● Pregnancy and childbirth ● Contraception ● STI's ● Adolescence, decision making and consequences ● Marriage and dating

<p>abused?</p> <ul style="list-style-type: none">• What is the treatment for an unhealthy relationship?	<ul style="list-style-type: none">• 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV)• 2.1.8.SSH.9: Define vaginal, oral, and anal sex.• 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.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.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.5: Identify resources to assist with parenting.• 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.• 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.CHSS.2: Describe the state and	
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	<p>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.</p> <ul style="list-style-type: none"> ● 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. 	
Resources/Materials	<ul style="list-style-type: none"> ● Google Classroom ● Internet ● Human Sexuality,Sizer-Webb, Whitney, DeBruyne Publishing, Copyright 1999 ● Pearson Health. Pruitt, Allegrante, Prothrow-Stith, Publishing. Copyright, 2014 	
Interdisciplinary Connections	<ul style="list-style-type: none"> ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● NJSLSA.W9 Draw evidence from informational texts to support analysis, reflection, and research. 	
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	world as they relate to the individual, society, and the environment
Diversity/Inclusion	<ul style="list-style-type: none"> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Students will participate in a class discussion on diverse families, marriages, and relationships that reflect all cultures, races, genders, and socioeconomic classes. Students will understand the different types of sexualities and embrace individuals preferences and use of pronouns.

Assessments			
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