Grade: 8
Course: Health
Year: 2023-2024

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Assessment of Learning Options How will we know if they learned this skill?	Resources Options	Connection to

Content Standards are based on the National Health Education Standards. The standards are listed below and will be referenced in the course of study only by their number.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2: Students will analyze the influence of family, peers, culture, media, technology,
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

NOTE: Teen Health textbook and Human Sezuality textbook (McGraw Hill / Glencoe publishers)

Grade: 8
Course: Health
Year: 2023-2024

1-2 weeks	Standard 1 Standard 4 Standard 5 Standard 6 Standard 7 Standard 8	STUDENTS CAN . . . Define Health Draw and label the Triangle of Health (equilateral) List the 6 steps to the decision making process Apply the decision making process to a Health Decision Discuss how consequences and a person's values play a role in the decision process Describe body language and mixed messages as they relate to communication Diagram the percentages of the three types of communication (words, gestures, tone/pitch) Re-write unhealthy "you" messages into healthy "I" messages Define empathy and personally reflect on how empathy affects themselves	Diagnostic Assessment Formative Assessment Summative Assessment Human Sexuality textbook	Teen Health textbook Flipcharts / Slides Instructional Videos Group Activities Current Research (including educational websites, peer-reviewed journals, print materials) Interactive Tools	Self-Awareness Responsible Decision Making Self Management Social Awareness Relationship Skills

Grade: 8
Course: Health
Year: 2023-2024

LAKEWOOD CITY SCHOOLS



		Evaluate a situation and create an empathetic response			
1-2 weeks	Standard 1 Standard 2 Standard 4 Standard 5 Standard 7 Standard 8	STUDENTS CAN . . . Define physical bullying, cyber-bullying, verbal bullying, psychological bullying, conflict, conflict resolution, stalking, harassment, intimidation and retaliation Analyze the concept - “impact is more important than intention” List the components of the T.A.L.K. strategy and apply them in a conflict situation Identify and define your “personal” communication style (aggressive, passive, or assertive) Discuss how your “personal” communication style (aggressive, passive, or assertive) affects your ability to communicate with others Describe why it is important to see things from another person’s point of view when	Diagnostic Assessment Formative Assessment Role Play	Human Sexuality textbook Teen Health textbook Current Research (including educational websites, peer-reviewed journals, print materials) Instructional Videos Group Activities Interactive Tools	Self-Awareness Self-Management Responsible Decision Making Relationship Skills Social Awareness

Grade: 8
Course: Health
Year: 2023-2024

		resolving conflict			
1-2 weeks	Standard 1 Standard 4 Standard 5 Standard 6 Standard 7	STUDENTS CAN . . . Define the reproductive structures on the human body Label the reproductive structures on the human body Compare the similarities and the differences between male body parts and female body parts in relation to the reproductive systems Interview and analyze a parent's responses to various topics like teen pregnancy, premarital sex, divorce and others Use the "talking to a parent" skills to write a mock discussion between a parent and child about a difficult issue Describe facts about the human reproductive system including diseases and disorders	Formative Assessment Summative Assessment	Human Sexuality textbook Teen Health textbook Flipcharts / Slides Instructional Videos Group Activities Current Research (including educational websites, peer-reviewed journals, print materials) Interactive Tools	Self-Awareness Self-Management Responsible Decision Making Relationship Skills

Grade: 8
Course: Health
Year: 2023-2024

1 week	Standard 2 Standard 3 Standard 4 Standard 5 Standard 7	STUDENTS CAN . . . Define the following terms: Vaginal Birth, Cesarean Birth, Fetus, Embryo, Fertilization, Placenta, Genes, Heredity, Umbilical Cord, First Trimester, Second Trimester, Third Trimester, and Labor Describe the variations of biological sex and how chromosomes contribute to dominant and recessive traits Identify and discuss terminology and concepts of gender diversity and LGBTQ Analyze and discuss the issues concerning teen pregnancy Analyze and describe statistics about pregnancy, including teen birth rates and birth types Discuss the responsibilities of a teen mother and father as well as their parents	Formative Assessment Summative Assessment	Human Sexuality textbook Teen Health textbook Flipcharts / Slides Instructional Videos Current Research (including educational websites, peer-reviewed journals, print materials)	Self-Awareness Self-Management Responsible Decision Making Social Awareness Relationship Skills
2 days	Standard 1 Standard 3 Standard 4	STUDENTS CAN . . . Define abstinence and recognize its effectiveness in	Formative Assessment Summative	Human Sexuality textbook	Self-Awareness Self-Management

Grade: 8
Course: Health
Year: 2023-2024

	Standard 7 Standard 8	preventing pregnancy and STIs Describe the various types of contraception and their effectiveness in preventing pregnancy and STIs	Assessment	Teen Health textbook Flipcharts / Slides Instructional Videos Current Research (including educational websites, peer-reviewed journals, print materials)	Responsible Decision Making Social Awareness Relationship Skills
1 week	Standard 1 Standard 3 Standard 4 Standard 7 Standard 8	STUDENTS CAN . . . Research, create and present a slideshow on an STI Create a Public Service Announcement (in print) that portrays a topic from the 8th grade health curriculum Present the PSA to the class Evaluate various S.T.I. presentations as presented by fellow classmates Distinguish between a virus and	Formative Assessment Summative Assessment Project / Presentation	Human Sexuality textbook Teen Health textbook Flipcharts / Slides Current Research (including educational websites, peer-reviewed journals, print materials)	Self-Awareness Self-Management Responsible Decision Making Social Awareness Relationship Skills

Grade: 8
Course: Health
Year: 2023-2024

		bacteria with regard to an S.T.I. Discuss strategies to prevent the transmission of an S.T.I. (testing) Describe the importance of "knowing" your partner's sexual history			
2 days	Standard 4 Standard 7 Standard 8	STUDENTS CAN . . . Recognize signs of depression and the warning signs of suicide Demonstrate the ability to access help for themselves or for someone else *NOTE: In compliance with SAVE Students Act (HB 123)*	Formative Assessment	Teen Health textbook Current Research (including educational websites, peer-reviewed journals, print materials) Instructional Videos Guest Speakers	Self-Awareness Self-Management Responsible Decision Making Relationship Skills
1-2 weeks	Standard 1 Standard 2 Standard 3 Standard 4 Standard 5	STUDENTS CAN . . . Define the following terms: sexual abuse, incest, rape, acquaintance rape, date rape	Diagnostic Assessment Formative Assessment Summative	Human Sexuality textbook Teen Health textbook	Self-Awareness Self-Management Responsible

Grade: 8
Course: Health
Year: 2023-2024

	Standard 6 Standard 7 Standard 8	Identify Healthy Relationship characteristics Identify Unhealthy Relationship characteristics Define consent/boundaries and their importance in a healthy relationship List the qualities of a good partner Recognize the warning signs and/or red flags of abuse in a relationship Describe the actions and/or behaviors that fall under the umbrella of sexual violence Compare bystanders and upstanders Describe and practice the three D's of upstander behavior - delegate, distract, and direct Identify helpful resources for themselves or others who may need assistance with a relationships or sexual violence *NOTE: In compliance with Erin's*	Assessment	Flipcharts / Slides Instructional Videos Current Research (including educational websites, peer-reviewed journals, print materials) Group Activities Guest Speakers	Decision Making Social Awareness Relationship Skills

Grade: 8
Course: Health
Year: 2023-2024

		Law (SB 288)			