HEALTH
GRADE 8

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date:___September 19, 2022___   Michael Nitti
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Rationale and Summary:

In today's world and economy and in conjunction with the NJ Student Learning Standards and Comprehensive Physical Education, there is an importance of health literacy for our 21st century learners. All students must take personal responsibility for their health by living a smart, healthy, and active lifestyle. The goal of this curriculum is to foster a life-long commitment to making informed and healthy choices about nutrition, wellness, social, and emotional topics that arise, while positively impacting their families, schools and communities.

Pacing: 35-45 Days

NJSLS for Health Education:

Personal Growth and Development

Core Idea: 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.
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.

Core Idea: Responsible actions regarding behavior can impact the development and health of oneself and others.
2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

Pregnancy and Parenting

Core Idea: An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child
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.

Core Idea: There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
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.

Emotional Health

Core Idea: Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations. .
2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Social and Sexual Health

Core Idea: Inclusive schools and communities are accepting of all people and make them feel welcome and included. .

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.

Core Idea: Relationships are influenced by a wide variety of factors, individuals, and behaviors.

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.

Core Idea: There are factors that contribute to making healthy decisions about sex.

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).

Community Health Services and Support

Core Idea: Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

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.

Core Idea: 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

Core Idea: 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 of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Personal Safety

Core Idea: 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).

Core Idea: Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.
2.3.8.PS.2: Define sexual consent and sexual agency.
2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).

Core Idea: Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships. .
2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and 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).

Health Conditions, Diseases and Medicines

Core Idea: 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.

Core Idea: The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.
2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Alcohol, Tobacco and other Drugs

Core Idea: 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.

2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Dependency, Substances Disorder, and Treatment

Core Idea: A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, and environment) and a wide variety of treatment options are available depending on the needs of the individual.

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.

Core Idea: The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. .

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

21st Century Life and Careers:

Career Ready Practices
CRP 2 Apply appropriate academic and technical skills
CRP 4 Communicate clearly and effectively and with reason
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity

Career Awareness, Exploration and Preparation
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Technology Integration:
8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Cross-Curricular Integration and Connections:

PS:B1.8 Know when peer pressure is influencing a decision.
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Instructional Focus:

Enduring Understandings:

- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.
- Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- The prevention and control of diseases and health conditions are affected by many factors.
- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
- Social and emotional development influence all components of wellness.
- Stress management skills impact an individual's ability to cope with different types of emotional situations.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- Substance abuse is caused by a variety of factors.
- The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.
- The values acquired from family, culture, personal experiences, and friends impact all types of relationships.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Early detection strategies assist in the prevention and treatment of illness or disease.
- Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Essential Questions:

- Why do individuals choose to use/abuse alcohol, tobacco, supplements, energy drinks or other drugs when they are aware of the detrimental effects?
- How is the teenage brain different from the adult brain?
- How do drugs, alcohol, tobacco affect the growing adolescent brain?
- Why is it important to understand the classification of drugs?
- Am I willing to make personal decisions to support my dimensions of wellness?

- How can my personal commitment to wellness help contribute to a long and healthy life?
- Why do we sometimes take risks that can cause harm to ourselves and/or others?
- Why is it important to continue stress management skills even when we are not feeling stressed?
- Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?
- Why do some people feel the need to turn to negative coping strategies and others do not?
- How do I determine whether or not a medication will be effective?
- How will I know I am ready for a committed relationship?
- Why is it important to develop communication skills in a relationship?
- How can individuals protect themselves and their partners if the decision to become sexually active is made?
- How/where can individuals receive help/treatment for STD's/STI's or unintended pregnancy?
- How do we know a relationship is not worth saving?

Objectives:

- Students will know
- Basic brain anatomy and physiology
- Connections of drug use/alcohol use to brain function
- Different health organizations /agencies that can assist with drug/alcohol dependency
- Different health organizations /agencies that can assist with STD's, HIV and unintended pregnancy
- The interrelationship among health concepts
- The steps it takes to make a personal commitment to wellness (time, patience, practice, and life style change)
- Decision making processes when confronted by risky situations
- The difference between positive and negative risk
- Stress management strategies
- Effects of drugs, medication, supplements and energy drinks
- Supplements and energy drinks have drug like effects
- Causes of substance abuse
- Routine healthcare procedures for early detection of disease
- Ways to evaluate health resources for reliability
- Personal responsibility in relationships
- Students will be able to

- Explain the effects of drugs/alcohol/supplements/energy drinks on the body and brain
- Examine how supplements and energy drinks are "deemed" natural but can be damaging to the body
- Chart, graph or journal progress on achieving personal wellness plan
- Analyze their personal stressors
- Analyze their personal stress management strategies
- Reflect on their own personal coping strategies
- Assess risky situations; differentiate between positive and negative risks
- Classify specific drugs and their effects
- Analyze the physical effects of alcohol use
- Examine components of different types of relationships
- Communicate and make decisions about the development of a relationship
- Reflect on qualities that they value in a partner
- Identify and state pros/cons of different contraceptive methods
- Explain the consequences of unprotected sexual intercourse
- Make a personal decision and commit to a wellness plan for the duration of the cycle
- Research the benefits of a personal health goal and collaborate with classmates about what they learned and how it can help with their overall wellness

Assessments:

- Teacher observations
- Classroom Discussion
- Written assessments
- Verbal Assessment
- End of Term Assessment