

Quinton Township School District
Health
Grade 8
[Pacing Guide](#)

Unit	1	Unit Title:	Becoming a Lifelong Learner	Pacing:	5 Days
Unit Summary: As students enter Health 8, they begin to assess who they are and who they wish to become in life. In this unit, students explore the traits of a lifelong learner, how to effectively build relationships with others, and how to interact safely with the online world. * ^ () + @					
Essential Questions: What is the value of lifelong learning? How does knowing personal strengths help me navigate the world?					
Objectives: ● Identify traits and skills of lifelong learners and explain the values that support them. ● Set reasonable and attainable goals to acquire those traits, skills, and values. ● Assess the validity of a health website. ● Demonstrate effective written communication skills to persuade, explain, describe, advocate, assert, and refuse. ● Demonstrate effective oral communication skills to negotiate, arbitrate, resolve conflicts, and refuse. ● Explain the dangers of hate speech and the importance of equality.					
NJSLS-CHPE Standards: 2.1.8.EH.1, 2.1.8.EH.2, 2.1.8.PGD.1, 2.1.8.PGD.4, 2.1.8.SSH.3					
Interdisciplinary Connections: RI.CR.8.1, W.IW.8.2, W.SE.8.6, SL.PE.8.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.CI.3, 9.4.8.CT.1					

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Computer Science and Design Thinking: 9.4.8.DC.5, 9.4.8.DC.6, 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.9, 9.4.8.IML.10, 9.4.8.IML.11, 9.4.8.TL.2, 8.1.8.IC.1

Career Education: 9.2.8.CAP.13

Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Identify a career of interest and brainstorm a list of the skills needed for the career. - As a class, brainstorm traits of lifelong learners. - Using a compare and contrast graphic organizer, assess two websites on a health topic of interest for validity and reliability. - Order the steps of conflict resolution and create a scenario that explains how the steps can be applied in real life. - Take a personal inventory to assess personal comfort with conflict. - Apply conflict resolution with partners in simulated scenarios or through a comic strip creation. - Read an article on the impact of hate speech and write a reflection. * ^ () + @	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments - Class Discussions - Scenarios - Conflict Personal Inventory - Self Assessment	Summative Assessments - Hate Speech Reflections - Comic Strip - End-of-Unit Assessment	

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Utilize extended time and/or reduce item number for homework and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Allow self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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**Quinton Township School District
Health
Grade 8**

Unit	2	Unit Title:	Body Systems	Pacing:	5 Days
Unit Summary: In this unit, students examine the body from systems, organs, tissues to cells and consider how heredity, life choices, and environment shape an individual's health. Finally, students explore how to protect themselves from many diseases with skin cancer as a main focus while also discussing the importance of breast exams for early detection, especially in families with a high risk of breast cancer.					
Essential Question: What factors impact healthy body systems and functions?					
Objectives: • Compare and contrast basic structure and function of cells, tissues, organs, and systems in the body and relate the form to function. • Research the effects of heredity and environment on body systems. • Use a conceptual, mathematical, or physical model to predict the change in overall health of body systems due to specific health habits being observed over a period of 20 years. • Explain risk factors for cancer and ways to work to prevent cancer.					
NJSLS-CHPE Standards: 2.1.8.EH.2, 2.1.8.PGD.2, 2.1.8.PGD.4, 2.1.8.CHSS.6, 2.1.8.CHSS.7, 2.1.8.N.1, 2.2.8.LF.2, 2.3.8.PS.1, 2.3.8.HCDM.2, 2.3.8.HCDM.3, 2.3.8.HCDM.7					
Interdisciplinary Connections: MS-LS1-2, MS-LS1-3, MS-LS1-5, RI.CR.8.1, W.IW.8.2, W.SE.8.6, SL.PE.8.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.CI.1, 9.4.8.CT.1					
Computer Science and Design Thinking: 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.TL.2					

Career Education: 9.2.8.CAP.12, 9.2.8.CAP.18		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
• In small groups, create a word web about cells, and add additional information to the web after reading three articles on cells. • Complete a compare and contrast graphic organizer on red and white blood cells. • In a guided discussion after reading about heredity and other factors that affect health, participate in a guided discussion on genetic and environmental factors that impact disease. • Research a disorder or disease for its causes, impacts on the body, and the role healthy habits play in minimizing or exacerbating the condition. • Order the ten leading causes of death, compare with another student, and confirm answers. • Create a project that models the impact unhealthy life choices can potentially have on long-term health.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments • Class Discussions • Blood Cell Graphic Organizers • Self Assessment	Summative Assessments • Word Web • Disorder/Disease Project • End-of-Unit Assessment	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt,	Alternative Assessments • Alternative Choice Projects	

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content-specific benchmarks)		● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Utilize extended time and/or reduce item number for homework and tests. ● Vary formative assessment styles to drive next point of instruction. ● Create modified assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Utilize graphic organizers. ● Provide and model sentence frames/sentence starters. ● Utilize manipulatives as necessary. ● Provide breaks to allow for refocusing as necessary.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write. ● Translate printed communications in native language for parents. ● Hold conferences with translator present.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	3	Unit Title:	Fitness & Nutrition	Pacing:	5 Days
Unit Summary: Fitness and nutrition are critical to maintaining good health. In this unit, students explore dietary guidelines, nutritional content, and costs associated with nutritious food and create a plan for healthy eating. Finally, they establish fitness goals and how to achieve them and research common body image disorders.					
Essential Question: How does diet impact health?					
Objectives: - Using valid nutritional information to assess nutritional needs and analyze dietary intake, make healthy meal plans for yourself for one week using foods prepared in a variety of ways including different ethnic and cultural choices. - Set a meal food budget and use unit pricing to determine the most economical food purchases. - Formulate and put into effect a total fitness plan that can be implemented and assessed by collecting data and interpreting the results with or without the use of technology; identify reasons at the outset for any changes that may be made later in carrying out the plan. - Explain common body image disorders and what treatments are available for them.					
NJSLS-CHPE Standards: 2.1.8.EH.2, 2.1.8.PGD.4, 2.1.8.CHSS.8, 2.2.8.N.1, 2.2.8.N.2, 2.2.8.N.3, 2.2.8.N.4, 2.2.8.LF.2, 2.2.8.PF.1, 2.2.8.PF.3, 2.2.8.PF.5, 2.3.8.HCDM.2, 2.3.8.HCDM.3					
Interdisciplinary Connections: RI.CR.8.1, W.IW.8.2, W.SE.8.6, SL.PE.8.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.8.PB.1, 9.1.8.PB.3, 9.1.8.PB.6, 9.4.8.GCA.1, 9.4.8.GCA.2					
Computer Science and Design Thinking: 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.TL.2					

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Career Education: 9.2.8.CAP.13

Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Complete a food journal to assess current eating habits. ● Research Dietary Guidelines for Americans, food analysis facts, and nutritional labeling to analyze current eating habits and plan a week's worth of healthier eating that incorporates foods of different cultures. ● Complete a personal inventory to assess current fitness lifestyle. ● Relying on F.I.T.T. principles learned in physical education classes, create a fitness plan addressing the main components of fitness (cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.) ● In groups, brainstorm reasons people are less active and choose less healthful foods. ● In groups, research a common body image disorder impacting individuals today. Present findings to the class.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments ● Class Discussions ● Graphic Organizers ● Food Journals ● Self Assessment	Summative Assessments ● Fitness Plans ● Body Image Project ● End-of-Unit Assessment	

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Utilize extended time and/or reduce item number for homework and tests. - Modify assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Allow self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Unit	4	Unit Title:	Cycle of Life	Pacing:	5 Days
Unit Summary: Grade 8 Health class covers a broad range of topics related to the body, sexual relationships, and reproduction. In this unit, students explore puberty, the stages of pregnancy from conception to birth, and the risks of teenage pregnancy. They also examine sexuality, dating relationships, dating violence, and state and federal laws relating to their minor status.+ ()					
Essential Question: How does puberty impact our physical and emotional health? What influences embryonic development? How do I build healthy relationships?					
Objectives: • Describe social, emotional, and physical changes during puberty. • Explain reproductive stages of growth and development from fertilization through birth. • Describe the factors that impact prenatal health. • Identify responsible choices and skills that ensure a healthy emotional, social, and physical development through adulthood. • Explain healthy ways to demonstrate affection. • Analyze statistics about dating violence. • Explain ways to be intimate without sexual activity. • Evaluate the consequences of teenage pregnancy. • Explain the importance of respecting others' identity and not reinforcing stereotypes. + () • Participate in an activity to promote acceptance and respect for all members of the community. + ()					
NJSLS-CHPE Standards: 2.1.8.EH.1, 2.1.8.PP.1, 2.1.8.PP.2, 2.1.8.PP.3, 2.1.8.PP.4, 2.1.8.PGD.3, 2.1.8.SSH.2, 2.1.8.SSH.3, 2.1.8.SSH.4, 2.1.8.SSH.5, 2.1.8.SSH.7, 2.1.8.SSH.8, 2.1.8.SSH.9, 2.1.8.SSH.11, 2.1.8.CHSS.1, 2.1.8.CHSS.2, 2.1.8.CHSS.4					

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Interdisciplinary Connections: RI.CR.8.1, W.IW.8.2, W.SE.8.6, SL.PE.8.1		
Career Readiness, Life Literacies, and Key Skills: 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.1, 9.4.8.CT.1		
Computer Science and Design Thinking: 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.TL.2		
Career Education: 9.2.8.CAP.4		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Complete a graphic organizer of physical, emotional, and social characteristics of different stages of childhood. - Participate in a guided discussion on the physical, social, and emotional changes experienced during adolescence. - Working in challenge groups of four, and using notes and research from assigned readings, answer competition questions relevant to reproductive anatomy, reproduction, and puberty. - Create a map or timeline of the stages of fetal development and pregnancy. - After completing an analogy between being lost in the woods and adolescence, participate in a guided discussion on consequences of sexual activity and the value of abstinence. - Analyze statistics about dating violence and discuss strategies for a healthy relationship. - After reading “Stereotypes Have Got to Go!”, participate in an activity that reinforces the value in accepting people for who they are. + () - As part of the home-school partnership, explain the state	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 from The Mayo Clinic: Talking to Your Teen About Sex from The American Academy of Pediatrics: How to Make Healthy Decisions About Sex from Prevent Child Abuse NJ: Consent Discussion Guide with NJ Laws Explained Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks

laws regarding minors' ability to consent to sexual activity and health care and the state and federal laws related to minors' access to sexual health care services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.)			
Assessments			
Formative Assessments • Class Discussions • Graphic Organizers • Self Assessment		Summative Assessments • Game Questions & Answers • Fetal Development Projects • Scenario Analysis • End-of-Unit Assessment	
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments • Alternative Choice Projects • Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work.	• Allow self-directed learning for growth though independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.

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instruction. • Modify assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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**Quinton Township School District
Health
Grade 8**

Unit	5	Unit Title:	Social and Emotional Health	Pacing:	5 Days
Unit Summary: Often, students consider physical wellbeing when discussing health; however, social and emotional wellbeing are equally important and impact an individual's physical health in direct and indirect ways. In this unit, students assess their personal social and emotional health and learn strategies and techniques to maintain good mental health, including when confronted with grief and loss. Finally, students examine risks and warning signs of suicide and learn resources available to seek help.					
Essential Questions: How do I maintain my social and emotional health?					
Objectives: ● Assess internal and external influences on mental and emotional health. ● Evaluate the components of personal well-being, skills, and character traits that contribute to positive mental and emotional health. ● Explore internal and external factors that lead to harmful behaviors socially and emotionally, including suicide, depression, harassment, and bullying. ● Identify pro-social strategies to respond or intervene in unhealthy social and emotional situations. ● Identify school and community resources for grief counseling.					
NJSLS-CHPE Standards: 2.1.8.EH.1, 2.1.8.EH.2, 2.1.8.PGD.2, 2.1.8.PGD.4, 2.1.8.SSH.3, 2.1.8.SSH.6, 2.1.8.CHSS.1, 2.1.8.CHSS.6, 2.1.8.CHSS.8, 2.8.N.1, 2.8.N.2, 2.2.8.LF.4, 2.2.8.LF.7, 2.3.8.ATD.5, 2.3.8.DSDT.3, 2.3.8.DSDT.4, 2.3.8.DSDT.5, 2.3.8.HCDM.2					
Interdisciplinary Connections: RI.CR.8.1, W.IW.8.2, W.SE.8.6, SL.PE.8.1					

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.3		
Computer Science and Design Thinking: 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.6, 9.4.8.IML.7, 9.4.8.TL.2		
Career Education: 9.2.8.CAP.18		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
- Brainstorm a list of things that contribute to wellness. - After reading articles on good health, complete a self-assessment on personal social and emotional health. - Create a character with specific traits that promote healthy self image. - Using a created character web, complete a graphic organizer comparing and contrasting healthy versus unhealthy social environments. - While reading two articles on depression and suicide, complete a two-column chart on positive and negative impacts situations and characteristics have on individuals. - Participate in a guided discussion of healthy emotional behaviors, risk and protective factors for depression, and where to seek help. - Create a poster promoting one positive social and emotional health strategy. - Share a list of resources for students who have experienced loss. Be sure to include school guidance and community grief support groups.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media The Teacher's Role When Tragedy Strikes: Supporting Students in Grief Good Grief Resources	Smart Board Applications Google Applications Chromebooks
Assessments		

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Formative Assessments ● Class Discussions ● Graphic Organizers ● Self Assessment		Summative Assessments ● Character Project ● Poster Project ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Utilize extended time and/or reduce item number for homework and tests. ● Vary formative assessment styles to drive next point of instruction. ● Create modified assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Utilize graphic organizers. ● Provide and model sentence	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write. ● Translate printed communications in native language for parents.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Hold conferences with translator present.		
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Unit	6	Unit Title:	Disease and Illness Prevention	Pacing:	5 Days
Unit Summary: Prevention is an important part of good health. In this unit, students examine a number of screening tools used to detect illness, explore daily strategies that assist in preventative health, and consider how HIV and other illnesses like Lyme disease can be mitigated with our behaviors.					
Essential Questions: How can I maintain a healthy mind and body?					
Objectives: ● Explain the importance of prevention behaviors, early detection in preventing the progression of disease. ● Explain the need to follow prescribed healthcare procedures given by parents and healthcare providers. ● Research, then compare and contrast the symptoms, prevention strategies, and/or management techniques for various chronic diseases and disorders. ● Set goals to appropriately support students and family members with chronic conditions. ● Describe risk factors, consequences, methods of transmission, symptoms, treatment, and prevention of communicable sexually transmitted diseases.					
NJSLS-CHPE Standards: 2.1.8.PGD.1, 2.1.8.CHSS.1, 2.1.8.CHSS.3, 2.1.8.CHSS.5, 2.3.8.ATD.2, 2.3.8.ATD.3, 2.3.8.DSDT.1, 2.3.8.DSDT.3, 2.3.8.HCDM.1, 2.3.8.HCDM.2, 2.3.8.HCDM.3, 2.3.8.HCDM.4, 2.3.8.HCDM.6, 2.3.8.HCDM.7					
Interdisciplinary Connections: MS-LS-1-3, RI.CR.8.1, W.IW.8.2, W.SE.8.6, SL.PE.8.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.CI.3, 9.4.8.CT.3					

Computer Science and Design Thinking: 9.4.8.DC.6, 9.4.8.IML.1, 9.4.8.IML.2, 9.4.8.IML.4		
Career Education: 9.2.8.CAP.4		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Create a word web for "Prevention Personal Responsibility," updating the web while reading and participating in a guided discussion. ● Discuss the impact oral health has on more than just the mouth and eating. ● After brainstorming a list of chronic diseases, differentiate between chronic illnesses that are progressive and those that are not. ● In groups, discuss the abuse of over-the-counter and prescribed medications. ● Choosing a chronic disease of personal significance, research information about the illness and then work with others who researched the same illness to compare and contrast the information found. ● Watch a video discussing the transmission of, symptoms for, and treatments available for HIV. ● Watch a video and discuss tick-borne illnesses: how to remove a tick, symptoms to watch for, and prevention of tick bites.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments ● Class Discussions	Summative Assessments ● Prevention Word Webs	

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Self Assessment		- Chronic Disease Research Project - End-of-Unit Assessment	
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments - Alternative Choice Projects - Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids in lessons. - Utilize extended time and/or reduce item number for homework and tests. - Vary formative assessment styles to drive next point of instruction. - Modify assessments. - Allow students to utilize online audio books, when appropriate. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Allow self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Health
Grade 8

Unit	7	Unit Title:	Safety, Injury & Violence	Pacing:	5 Days
Unit Summary: Unfortunately, emergency situations and violence are very real parts of our world. In this unit, students explore emergency preparedness, planning for how to deal with emergencies effectively. They also strategize how to stay safe in a technological world. Finally, they examine the different types of violence that impact today's society and conduct a group project to learn how to protect themselves or seek help from the violence around us.					
Essential Questions: How can I protect myself from and in emergencies and potentially dangerous situations?					
Objectives: ● Explain how to take an active role in making your community safe. ● Identify the benefits of community service. ● Identify types and possible causes of violence; describe the effect of violence upon the health of the individual, the family, the community, and the school. ● Respond appropriately to situations involving bullying and gangs. ● Practice ways to proactively prevent and respond to unsafe situations, recognizing emergencies, and responding appropriately to dangerous situations, including domestic violence.					
NJSLS-CHPE Standards: 2.1.8.EH.1, 2.1.8.EH.2, 2.1.8.PGD.1, 2.1.8.SSH.4, 2.1.8.SSH.6, 2.1.8.CHSS.1, 2.1.8.CHSS.4, 2.1.8.CHSS.6, 2.3.8.PS.1, 2.3.8.PS.3, 2.3.8.PS.4, 2.3.8.PS.6, 2.3.8.PS.7, 2.3.8.ATD.2					
Interdisciplinary Connections: 6.3.8.CivicsPI.4, RI.CR.8.1, W.IW.8.2, W.SE.8.6, SL.PE.8.1					
Career Readiness, Life Literacies, and Key Skills: 9.4.8.GCA.2, 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.1, 9.4.8.CT.1					

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Computer Science and Design Thinking: 9.4.8.DC.3, 9.4.8.IML.9, 9.4.8.IML.10, 9.4.8.IML.11, 9.4.8.IML.14, 9.4.8.IML.15, 9.4.8.TL.2, 9.4.8.TL.3

Career Education: 9.2.8.CAP.4, 9.2.8.CAP.18

Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Create a list of community service organizations students in class are part of and research the goals and benefits of the group. ● Create an article or newsletter for the school community, detailing the community outreach students are engaged in. ● With a partner, list ways to ensure online safety and then discuss laws related to sexting. ● After watching a short Looney Toons cartoon showing violence, debate why people find it funny. ● In a differentiated group activity, have students read an article about current types of violence impacting American communities (dating, gangs, online, crime...) and complete an assigned role for the group's investigative project. Each group reports findings to the room. ● Write a reflection on violence in today's society. ● Role play how to make an emergency call. ● Create a PSA poster with emergency response and prevention information for an emergency situation of choice.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media NJ Office of Attorney General Gangs in NJ	Smart Board Applications Google Applications Chromebooks
Assessments		

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Formative Assessments ● Class Discussions ● Role Playing Scenarios		Summative Assessments ● Violence Project ● Written Reflections on Violence in Society ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Utilize extended time and/or reduce item number for homework and tests. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Utilize graphic organizers. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write. ● Translate printed communications in native language for parents.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Health
Grade 8

Unit	8	Unit Title:	Substance Abuse Prevention	Pacing:	5 Days
Unit Summary: Drug overdoses are one of the leading causes of death for teenagers in America, and in 2021, teenage drug deaths rose exponentially for the first time in recorded history. In this unit, students explore the dangers of legal and illegal substances and consider strategies to resist peer pressure and avoid addiction.					
Essential Question: How do drugs, both legal and illegal, impact health, families, and society?					
Objectives: • Set goals to practice strategies for resisting negative peer pressure to engage in substance abuse and to avoid self-destructive behavior including taking steps to build individual assets. • Differentiate between the helpful use and harmful misuse of legal drugs. • Explain how to report or seek assistance when faced with an unsafe situation involving drug use or ingestion of poisonous substances. • Identify ways to use positive peer pressure to help counteract the negative effects of living in a culture where alcohol, tobacco, or other drug abuse or dependency exists.					
NJSLS-CHPE Standards: 2.1.8.PGD.4, 2.1.8.CHSS.1, 2.1.8.CHSS.6, 2.3.8.PS.5, 2.3.8.PS.6, 2.3.8.ATD.1, 2.3.8.ATD.2, 2.3.8.ATD.3, 2.3.8.ATD.4, 2.3.8.ATD.5, 2.3.8.DSDT.1, 2.3.8.DSDT.2, 2.3.8.DSDT.3, 2.3.8.DSDT.4, 2.3.8.DSDT.5, 2.3.8.HCDM.7					
Interdisciplinary Connections: RI.CR.8.1, W.IW.8.2, W.SE.8.6, SL.PE.8.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.1, 9.4.8.CT.1					

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Computer Science and Design Thinking: 9.4.8.IML.6, 9.4.8.IML.9, 9.4.8.IML.11, 9.4.8.IML.14, 9.4.8.IML.15		
Career Education: 9.2.8.CAP.4		
Overview of Activity/Focus	Instructional Materials	Technology Infusion
• Work with a partner to create a list of factors they believe help someone choose not to experiment with drugs. • After reviewing a list of Developmental Assets, create a plan to develop personal assets that need strengthening. • In a group discussion, debate how developmental assets can assist in mitigating risk factors for addiction. • Research how gender, ethnicity, and the presence of mental disorders may influence risk for drug abuse and addiction. • Write a letter to oneself stating a goal to live a drug-free lifestyle. • Create an "impact" concept map on drug abuse in society, adding tobacco, alcohol, and over-the-counter and prescription drugs. • With a partner or group, select a legal drug advertisement and identify the target audience, the hidden message, and what the ad fails to disclose about drug abuse, addiction, and side effects. • Create an ad to show the "truth" of marijuana, alcohol, and/or tobacco.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Statistics for Teenage Drug Fatalities Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments	Summative Assessments	

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● Class Discussions ● Concept Map ● Self Assessment		● Truth in Advertising Project ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)		Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids in lessons. ● Utilize extended time and/or reduce item number for homework and tests. ● Vary formative assessment styles to drive next point of instruction. ● Modify assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Utilize graphic organizers. ● Provide and model sentence frames/sentence starters.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write. ● Translate printed communications in native language for parents.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Allow self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

**Quinton Township School District
Health
Grade 8**

Unit	9	Unit Title:	Consumer, Community & Environment	Pacing:	5 Days
Unit Summary: In this unit, students explore the interconnectedness of the environment and health. They select an environmental health problem to research and then work as a class to propose a plan to improve the environment, thus reducing the risks to health.					
Essential Questions: How does protecting the environment impact health and wellbeing?					
Objectives: - Analyze the relationship between environment and health. - Research an environmental health problem and design a plan to protect the community from the problem. - Evaluate which environmental concerns are most prevalent among members of the community and design a community project to advocate for one issue.					
NJSLS-CHPE Standards: 2.2.8.PF.5, 2.2.8.MSC.2, 2.3.8.HCDM.1					
Interdisciplinary Connections: 6.3.8.CivicsPD.3, 6.3.8.CivicsPD.4, 6.3.8.EconET.1, MS-ESS3-5, 8.2.8.ED.2, RI.CR.7.1, W.IW.7.2, W.SE.7.6, SL.PE.7.1					
Career Readiness, Life Literacies, and Key Skills: 9.1.8.FP.6, 9.1.8.FP.7, 9.4.8.CI.1, 9.4.8.CT.1					
Computer Science and Design Thinking: 9.4.8.CI.3, 8.2.8.ED.2, 8.2.8.ED.3					
Career Education: 9.2.8.CAP.12, 9.2.8.CAP.18					

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Overview of Activity/Focus	Instructional Materials	Technology Infusion
● Brainstorm a list of factors impacting health, and then categorize these factors as physical, emotional/mental, and social factors. Finally, determine which factors have environmental causes or connections. ● Create a concept map showing illustrating the interconnectedness of major challenges in protecting the environment. In a group, discuss the long-term impacts this can have on life and health. ● Working first in small-groups using the project outline, research an environmental health problem and brainstorm possible solutions. After sharing out with the class, survey the community to see which of the problems researched is of the greatest concern to the majority of individuals. Then as a full class, design a plan to address the problem.	Core Materials <i>The Great Body Shop</i>, The Children's Health Market, Inc., 2024 Supplemental Resources PBS Learning Media	Smart Board Applications Google Applications Chromebooks
Assessments		
Formative Assessments ● Class Discussions ● Concept Map ● Self Assessment	Summative Assessments ● Environmental Project ● End-of-Unit Assessment	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments	
Differentiation		

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Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids in lessons. • Utilize extended time and/or reduce item number for homework and tests. • Vary formative assessment styles to drive next point of instruction. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Learn/Utilize/Display words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.