



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: Health, Grade 8

Department: Health and Physical Education

Board Approval	Supervisor	Notes
August 2008	Candy Vasta	Born Date
August 2011	Candy Vasta	Update Standards
October 2012	Candy Vasta	Update Standards
December 2017	Christopher Amato	Update Standards
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Revisions
August 2022	Patrick O'Neill	Alignment to Standards & Incorporate State Mandates

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Important Note about Health Education

The 2020 New Jersey Learning Standards for Comprehensive Health and Physical Education issued by the New Jersey Department of Education include thirteen Disciplinary Concepts and Core Ideas. The Township of Ocean School District has categorized these 13 concepts into Physical Education and Health as follows:

Physical Education Concepts: Movement Skills and Concepts, Physical Fitness, and Lifelong Fitness

Health Concepts: Personal Growth and Development, Pregnancy and Parenting, Emotional Health, Social and Sexual Health, Community Health Services and Support, Nutrition, Personal Safety, Health Conditions, Diseases, and Medicines, Alcohol, Tobacco, and other Drugs, Dependency, and Substances Disorder and Treatment

All grade levels will include the New Jersey Student Learning Standards for Physical Education. The New Jersey Student Learning Standards for Health Education will be divided among the grade levels. Each school year, your school principal will send a schedule of health lessons.

N.J.S.A. 18A:35-4.7 Parent's Statement of Conflict with Conscience,

The NJDOE recognizes and respects that some families prefer to have these conversations privately. Pursuant to N.J.S.A. 18A:35-4.7, any child whose parent or guardian presents to the school a signed statement that any part of instruction in health, family life education, or sex education is in conflict with his or her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course.

Any parent wishing to opt their child out of any health lesson, may do so by completing and returning the exclusion form sent home by the principal each year.

[Sample Exclusion Form](#)

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COURSE Health, Grade 8

Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Personal Growth and Development/Health and Wellness	21	PE
2	Personal Growth and Development/Personal Values	22	
3	Community Health Services and Support/Social Media	23	
4	Social and Sexual Health/Puberty	24	
5	Emotional Health/Healthy Relationships	25	
6	Social and Sexual Health/Male and Female Anatomy	26	
7	Social and Sexual Health/STI's, HIV and AIDS	27	
8	Pregnancy and Parenting	28	
9	Pregnancy and Parenting	29	
10	Alcohol, Tobacco and other Drugs	30	
Week	Marking Period 2	Week	Marking Period 4
11	PE	31	PE
12		32	
13		33	
14		34	
15		35	
16		36	
17		37	

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

18		38	
19		39	
20		40	

State Mandates:

Consent: Healthy Relationships (NJSLs: HPE 2.2.8.A.1 2.2.8.A.2 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 2.2.8.E.2 2.4.8.A.4 2.4.8.A.5 2.4.8.A.6)

Sexting: Healthy Relationships (NJSLs: HPE 2.2.8.A.1 2.2.8.A.2 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 2.2.8.E.2 2.4.8.A.4 2.4.8.A.5 2.4.8.A.6)

Mental Health: Social Media (NJSLs: HPE 2.1.8.A.3 2.1.8.A.4 2.1.8.C.3 2.1.8.D.1 2.1.8.D.2)

Climate Change: Health and Wellness (NJSLs: HPE 2.1.8.A.1 2.1.8.A.2 2.1.8.A.3 2.1.8.A.4 2.1.8.D.1 2.1.8.E.1 2.1.8.E.4 2.1.8.CHSS.7)

Sex Abuse & Assault: Male and Female Reproductive Systems Anatomy (NJSLs: HPE 2.1.8.A.2 2.1.8.C.1 2.4.8.B.1 2.4.8.B.5 2.4.8.B.6)

Core Instructional & Supplemental Materials including various levels of Texts

Kidshealth.org (Personal Health)
Naturalhigh.org
Kahoot.com
getsmartaboutdrugs.gov

Time Frame	1 Week
Topic	
Personal Growth and Development/Health and Wellness	
Alignment to Standards	
• 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.	

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- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 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.
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer)

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the components that make up wellness?
- What influences, external and internal, our optimal growth and development?
- What influences us to make lifestyle choices?
- Why are feelings towards yourself and others important for promoting a healthy lifestyle?
- How can one learn to manage their emotions to help deal with personal issues, family situations, as well as school and friend based conflicts?

SWBAT understand the following concepts:

- Healthy habits developed early in life are essential to a lifetime of wellness.
- There are numerous influences on our health, some we cannot control and others we have to learn how to control, this is about choices.
- Today's society is fast paced and demanding. We need to keep up with the ever changing world of the internet and understand the rules and laws pertaining to using any electronic device for information pertaining to our health and wellness.

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations-

Assessments

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

Alternative:

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

RST.6-8.9. Students will compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic working with partners remotely for research and to create a presentation

NJSLSA.W6. Students will use technology, including the Internet, to produce and to publish writing to interact and collaborate with others on internet safety topics.

NJSLSA.W7. Students will conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the benefits and drawbacks of the Internet and social media

Visual & Performing Arts

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

authentic problems, or participate in an online classroom discussion.

- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations.

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

Time Frame	1 week
Topic	
Personal Growth and Development/Personal Values	
Alignment to Standards	
• 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health • 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.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. • 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)	
Learning Objectives and Activities	
SWBAT answer the following questions: • What is a personal values system? • Who influences our values? • How has technology influenced our values?	

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- How can you hold true to your own value system in a very changing world?

SWBAT understand the following concepts:

- Students need to learn self-respect and develop a sincere relationship with themselves first.
- We all need to develop tolerance and respect for each other while holding true to their values.
- There are other individuals that hold some of the same values as you.
- A value system is how you should live your life, it is your personal set of "rules" in which you should live by.

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations-

Assessments

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

Alternative:

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

NJSLSA.W1. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence in response to internet safety scenarios.





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COURSE Health, Grade 8

NJSLSA.R2. Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas while reading the Acceptable Use Policy.

Visual & Performing Arts:

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP6. Students will demonstrate creativity and innovation during individual and group activities.

CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Time Frame

1 Week

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COURSE Health, Grade 8

Topic
Community Health Services and Support/Social Media
Alignment to Standards
• 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health. • 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. • 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.4: Compare and contrast the characteristics of healthy and unhealthy relationships. • 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.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.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.
Learning Objectives and Activities
SWBAT answer the following questions: • How do you use social media? • What are some of the pros of using social media? • What are some of the consequences of using social media? • What health concerns should you be aware of using social media? • Do you see any problems with self-esteem and social media use? • What are the legal consequences of using social media incorrectly? • How can using social media have an effect on your future? SWBAT understand the following concepts: • What you post impacts yourself, people you care about and others. • Employers, colleges, scholarship providers, schools, and the police can monitor your online activity, including private messages. • Content can still be accessed from the site's servers after it is deleted by the user. What is posted online stays online forever. • Always think before you post and report harmful posts. • Document the post, screen shots, and show it to a trusted adult.

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COURSE Health, Grade 8

- Inappropriate social media use can lead to mental illness, such as depression
- SWBAT to "do":
- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations-

Assessments

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

Alternative:

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

NJSLSA.W6. Students will use technology, including the Internet, to produce and to publish writing to interact and collaborate with others on internet safety topics.

NJSLSA.W7. Students will conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the benefits and drawbacks of the Internet and social media

NJSLSA.W8. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism while discussing the difference between facts, statistics, and opinion.

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COURSE Health, Grade 8

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.
9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.
9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.
9.4.8.DC.1: Analyze the resource citations in online materials for proper use.
9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.
CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations.
CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.
CRP6. Students will demonstrate creativity and innovation during individual and group activities.

Time Frame	1 Week
Topic	
Social and Sexual Health/Puberty	
Alignment to Standards	

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- 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.1: Differentiate between gender identity, gender expression and sexual orientation.

Learning Objectives and Activities

SWBAT answer the following questions:

- What physical, emotional, and social changes occur during puberty?
- What influences sexual development as well as overall growth patterns?
- Why during puberty do we begin to feel a variety of different feelings towards others and ourselves?
- What is the purpose of the endocrine system during puberty?

SWBAT understand the following concepts:

- The endocrine system is a group of glands that jump start puberty.
- There are many changes to both boys and girls during puberty.
- Besides the physical changes, there are many emotional, mental, and social changes that occur during puberty.

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations-

Assessments

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

- Pre- and post- benchmark assessments

Alternative:

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COURSE Health, Grade 8

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

NJSLSA.W6. Students will use technology, including the Internet, to produce and to publish writing to interact and collaborate with others on internet safety topics.

RST.6-8.9. Students will compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic working with partners remotely for research and to create a presentation

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.

CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various learning activities and in a variety of contexts (individuals, groups)

CRP9. Students will model integrity, ethical leadership and effective management i.e. group projects

Time Frame

1 week

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Topic
Emotional Health/Healthy Relationships
Alignment to Standards
• 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.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. Relationships are influenced by a wide variety of factors, individuals, and behaviors. • 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.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. • 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.
Learning Objectives and Activities
SWBAT answer the following questions: • What are the characteristics that make up a healthy relationship? • What are the various kinds of relationships? • What are the warning signs of dating violence? • What is “sexting?” • What are the social and emotional consequences of sexting? • What are the legal consequences of sexting? • What does it mean to “solicit” sexually explicit messages or images through any type of technology? • How do I know if a relationship is ready for sexual activity? SWBAT understand the following concepts: • There are characteristics of healthy relationships. • You have the right to set boundaries in every relationship you are engaged in and you have the right to say NO! • You are responsible for your social safety.

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- Posting to the internet remains on the internet forever.
- Sexting usually at a young age ends relationships, it does not strengthen relationships.
- Sexting, as well as solicitation of sexual explicit images, can have legal consequences as well as social and emotional consequences.
- If a relationship does not feel right, it probably is not a healthy relationship.
- A sexual relationship can be one moment experience that will affect your physical, emotional, and social health. A child is a lifetime experience.
- There are warning signs of dating violence.

SWBAT to "do":

- Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezi presentations-

Assessments

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

Alternative:

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

NJSLSA.R2. Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas while reading the Acceptable Use Policy.

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NJSLSA.R4. Students will interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone while identifying school's AUP.

NJSLSA.W5. Students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach to the created podcast script.

Visual & Performing Arts:

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations.

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP9. Students will model integrity, ethical leadership and effective management (i.e. group projects).

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

Time Frame	1 week
Topic	
Social and Sexual Health/Male and Female Anatomy	
Alignment to Standards	
• 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.	
Learning Objectives and Activities	
SWBAT answer the following questions: • What are the appropriate medical terms for the male and female reproductive systems? • What is the purpose of the male and female reproductive systems? • What are the major organs and their functions? • What is the purpose of learning about both the male and female reproductive system? • What are the differences and similarities between the male and female reproductive systems? • Why should you perform self-examinations for your reproductive system? SWBAT understand the following concepts: • Knowing the functions of the male and female reproductive systems will help you keep them healthy and help you to make healthy choices when dealing with reproductive health. • The reproductive systems have many organs that students will need to know how to identify them and their role. • Students need to take care of their reproductive system in terms of hygiene, self-examinations and safe sexual behaviors. SWBAT to "do": • Through a variety of both teacher driven: prepared webquests, powerpoint presentations, note taking outlines, worksheets, predetermine age appropriate videos, you tube selections, class discussions, defining vocabulary words, and student based projects and research: brochures, powerpoint presentations, prezzi presentations-	
Assessments	

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

Alternative:

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

NJSLSA.W6. Students will use technology, including the Internet, to produce and to publish writing to interact and collaborate with others on internet safety topics.

NJSLSA.W7. Students will conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating an understanding of the benefits and drawbacks of the Internet and social media

NJSLSA.W8. Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism while discussing the difference between facts, statistics, and opinion.

NJSLSA.R10. Students will read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed when researching other school's AUP.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP3. Students will attend to personal health and financial well-being as they learn about a healthy lifestyle and personal wellness.

CRP4. Students will communicate clearly and effectively and with reason when participating in small group and whole class discussions and presentations.

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

Time Frame	1 week
Topic	
Social and Sexual Health/STI's, HIV and AIDS	
Alignment to Standards	
• 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.5: Identify medically accurate sources of information about STIs, including HIV,	

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COURSE Health, Grade 8

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.
- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- What is an STI?
- How are STIs transmitted?
- What are the permanent health risks involved with STI transmission?
- How can STIs be prevented?
- What is abstinence?
- What is HIV? What causes HIV? How can contracting HIV be prevented?
- What is AIDS?
- How is HIV related to AIDS?

SWBAT understand the following concepts:

- Students will know the importance of the immune system in disease prevention.
- STIs may have lifelong implications and reproductive implications.
- STIs are preventable and what lifestyle behaviors are needed to stay clear of STIs.
- HIV is a lifestyle disease and avoidable.
- Abstinence is the best choice and only 100% effective way to prevent STIs.

SWBAT to “do”:

- Most STIs, HIV and AIDS are lifestyle diseases.
- The prevention and control of diseases and health conditions are affected by many factors.
- The early detection and treatment of diseases and health conditions impact one’s life.
- The difference between communicable, noncommunicable, and lifestyle disease.
- Some STIs cannot be treated.
- The only 100% effective way to prevent an STI or transmission of HIV, or an unwanted pregnancy is abstinence.
- The difference between HIV and AIDS.

Assessments

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

Alternative:

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

NJSLSA.W6. Students will use technology, including the Internet, to produce and to publish writing to interact and collaborate with others on internet safety topics.

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NJSLSA.R10. Students will read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed when researching other school's AUP

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.
CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.
CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness. .
CRP9. Students will model integrity, ethical leadership and effective management (i.e. group).

Time Frame	2 weeks
Topic	
Pregnancy and Parenting	
Alignment to Standards	
• 2.1.8.PGD.1: Explain how appropriate health care can promote 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,	

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

finances, celebrations, violence).

Examine how culture influences the way families cope with traumatic situations, crisis, and change.

- 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).
- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

Learning Objectives and Activities

SWBAT answer the following questions:

- How long is a healthy pregnancy?
- What are the factors that influence a healthy pregnancy?
- What are the stages of prenatal development?
- What are the changes in the menstrual cycle that may indicate pregnancy?
- How does a female begin labor?
- What are the stages of birth?

SWBAT understand the following concepts:

- Ensuring the health of one's baby is about making healthy choices
- Since the onset of puberty, a female's body is preparing for pregnancy.
- When a female is pregnant, everything she does will impact the development of her fetus.
- Pregnancy is a team effort.

SWBAT to "do":

- The physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and birth.
- The growth and development of the sperm, egg, zygote, embryo, fetus and baby; as prenatal development occurs.
- The potential impact of alcohol, tobacco, drugs, diseases, and environmental hazards on prenatal and postnatal development.
- The reality of pregnancy and teen-age pregnancy.

Assessments

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

- Vocabulary, notes, and worksheets
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

- Pre and Post benchmark assessments

Alternative:

- Digital portfolios

Interdisciplinary Connections

English Language Arts:

NJSLSA.W1. Students will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence in response to internet safety scenarios.

NJSLSA.R2. Students will determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas while reading the Acceptable Use Policy.

Mathematics:

6.SP.B.4 - Summarize numerical data sets in relation to their context.

Science-

NJSLS5.3A Living organisms are composed of cellular units that carry out the functions required for life. Cellular units are composed of molecules, which carry out biological functions.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CI.2: Repurpose an existing resource in an innovative way.

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.

9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.

CRP5. Students will consider the environmental, social and economic impacts of decisions with regard to health and wellness.

CRP6. Students will demonstrate creativity and innovation during individual and group activities.

Time Frame	1 Week
Topic	
Alcohol, Tobacco and Other Drugs	
Alignment to Standards	
• 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. • 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. • 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.	

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COURSE Health, Grade 8

- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 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.

Learning Objectives and Activities

SWBAT answer the following questions:

- Why do kids who have the knowledge of the destructive properties of drugs, still use?
- How can I make the right choice when it comes to drugs, if my friends are all doing it and the media, along with the internet, promotes it?
- What is addiction?
- What is an addictive personality?
- How does one become addicted to substances?
- What do we know about opioid addiction?
- How do drugs affect one physically, socially, and emotionally?
- Can drug dependency be treated?
- What other types of risk behaviors occur with drug use?
- What are the new trends? E-cigarettes and juuling.

SWBAT understand the following concepts:

- Research has clearly established that alcohol, tobacco and all drugs have a variety of harmful effects on the body. Juuling is still being evaluated for the health impacts especially for adolescents.
- Don't believe anything you hear about drug use being "fun".
- Substance use and abuse can lead to addiction.
- Opioid addiction is a huge problem and is gaining national attention.
- Addiction can occur with the first time use.
- In order to get help for drug use or addiction, one must first admit there is a problem and want to get help.
- Using drugs, even trying for the first time is a choice.

SWBAT understand:

- How the use and abuse of alcohol and other drugs, impacts thinking, reaction time, and behavior.
- The physical and behavioral effects of each classification of drugs.
- Factors that influence the use and abuse of alcohol, tobacco, marijuana and other drugs.
- The physical, social, and emotional indicators and stages of dependency.
- The use of e-cigarettes, and especially the impacts of juuling.

Assessments

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DEPARTMENT Health and Physical Education

COURSE Health, Grade 8

Formative:

- Classroom discussion
- Questions and answers period
- Do Now's and exit ticket
- Vocabulary, notes, and worksheets
- Journal entries

Summative:

- Vocabulary quizzes
- Pair share and group projects
- Presentations

Benchmark:

- Pre- and post- benchmark assessments

Alternative:

- Digital portfolio

Interdisciplinary Connections

English Language Arts:

RH.6-8.7. Students will integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts to display data through the use of charts and graphs.

RST.6-8.9. Students will compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic working with partners remotely for research and to create a presentation

Visual & Performing Arts

1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

Career Readiness, Life Literacies, and Key Skills

9.4.8.Cl.2: Repurpose an existing resource in an innovative way.

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COURSE Health, Grade 8

9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.
9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.
9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion.
 - 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

Career Education

CRP1. Students will act as a responsible and contributing citizen and employee during group and individual activities.
CRP2. Students will apply appropriate academic and technical skills to various learning activities in a variety of contexts.
CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them across various learning activities and in a variety of contexts (individuals, groups).
CRP9. Students will model integrity, ethical leadership and effective management (i.e. group).

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

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- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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