

Course Title: Health - Grade 8
Course Description: Students will learn that health and wellness are related to their levels of physical, mental/emotional, and social well-being. Students will gain knowledge, attitudes, and skills to make health-promoting decisions in order maintain health and wellness throughout their lifetime.

Course Sequence & Pacing			
Estimated Number of Periods			Cycle 2
11 Periods	Unit 1 - Medicine, Drugs and Illegal Drugs - The Role of Medicines - Using Medicines Safely - The Health Risks of Drug Use - Marijuana, Inhalants, and Steroids - Psychoactive Drugs	8 Periods	Unit 3 - Communicable Diseases, STDs, and HIV/AIDS - Understanding Communicable Diseases - Common Communicable Diseases - Fighting Communicable Diseases - Emerging Diseases and Pandemics - Sexually Transmitted Diseases - Preventing and Treating STDS - HIV/AIDS
4 Periods	Unit 2 - Noncommunicable Disease - Cardiovascular Disease - Cancer - Allergies, Asthma, Diabetes, and Arthritis	7 Periods	Unit 4 - Sexual Feelings and Relationships - Relationships and Choosing Abstinence - Becoming a Parent

15 Periods	Unit 5 - Nutrition, Physical Activity, and Fitness - The Importance of Nutrition - Nutrition and Food Labels - Managing a Healthy Weight - Body Image and Eating Disorders - Benefits of Physical Activity - Improving Your Fitness - Planning a Personal Activity Program		

Stage 1 Desired Results

Unit Title #1: Medicine, Drugs and Illegal Drugs

Unit Summary: All medicines are drugs, not all drugs are medicine. Using medicines inappropriately and abusing illegal drugs result in terrible personal consequences and hundreds of billions of dollars in lost work, medical care, and legal costs.

Unit Learning Targets

NJSLS 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.
- • 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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking (CS & DT): 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.	
Interdisciplinary Connections ELA, Math, VPA, etc: W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	
Climate Change:	
Holocaust & Amistad:	
Unit Essential Questions: - Which source of information about using medicine properly do you think is the most reliable? - Why would medicines have different effects on different people? - What are some reasons why someone might take illegal drugs? - What are some health risks of drug misuse and substance abuse? - How does tolerance affect a drug user?	Unit Enduring Understandings: - Medicines used to treat or prevent illness are classified based on how they work in the body. - Medicines are regulated by the government to make them safe to use. - Drug abuse poses risks to physical, mental, and social health. - Marijuana is a gateway drug that itself is dangerous. - Teens can make a commitment to a drug-free life and use refusal skills to avoid drug use.
Students will know: - Medicines are divided into classes and have different effects on different people. - Drug misuse and substance abuse can pose serious health risks. - The term overdose and how it is related to drug use. - Marijuana has serious physical, mental, and social consequences. - Different kinds of psychoactive drugs and that they are especially harmful to teens.	Students will be able to: - Analyze why vaccines are given to children at a young age. - Examine how having a prescription for a legal drug could lead to illicit drug use. - Infer how illicit drug use by one person could affect people who do not use drugs. - Infer how marijuana users inhale smoke into their lungs very deeply and could be more dangerous than smoking tobacco.

Stage 2 Assessment Evidence

Summative Assessments:

- Substance Abuse Pamphlet
 - Students will make a pamphlet about fact-based information on the physical, mental, and social consequences of substance abuse.
- Legalization of Marijuana Debate
 - Students will choose a side of the debate to be on and gather fact based information on why or why not marijuana should be a legal substance.
- Anti-Drug Bumper Sticker
 - Students will create a slogan and make a bumper sticker to encourage living a drug-free life.
- Getting Help Narrative
 - Students will write a narrative about the reasons someone stopped using drugs and the resources they used to help them rehabilitate.
- Chapter Assessment
 - Students will complete a chapter assessment.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Chapter Assessment
 - Students will complete a modified chapter assessment.

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i>	<i>Time frame</i>
2.3.8.ATD.1 2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.5 2.3.8.DSDT.1 2.3.8.DSDT.3	Understanding that medicines are classified into categories according to the way they work in the body. Understanding all medicines are drugs, but not all drugs are medicine.	● <i>Analyzing Influences Activity</i> ● <i>Substance Abuse Pamphlet</i> ● <i>Accessing Information Activity</i> ● <i>Illegal vs. Illicit Venn Diagram</i>	<i>5 Periods</i>

2.3.8.DSDT.4	Understanding having a prescription for a legal drug could lead to illicit drug use. Understanding substance abuse includes the use of illegal substances, as well as misuse of legal substances.		
2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.4	The use of marijuana can result in physical, mental, and legal consequences. Marijuana is a gateway drug.	• <i>Legalization of Marijuana Debate</i>	<i>2 Periods</i>
2.3.8.ATD.2 2.3.8.ATD.3 2.3.8.ATD.4	Psychoactive drugs change the functioning of the central nervous system. Club drugs, stimulants, and depressants can cause irreversible health damage.	• <i>Compare and Contrast “Health Risks of Psychoactive Drugs”</i> • <i>Preventative Measures Brainstorm</i> • <i>Anti-Drug Bumper Sticker</i> • <i>Goal Setting and Drug Abuse</i>	<i>3 Periods</i>
2.3.8.ATD.1 2.3.8.ATD.5 2.3.8.DSDT.2 2.3.8.DSDT.5	People who avoid drugs promote their health and are a positive influence on others. Drug treatment centers offer a safe place to withdraw from drug use and begin rehabilitation.	• <i>Getting Help Narrative</i>	<i>1 Period</i>

Core Instructional & Supplemental Materials (including various levels of texts)	
<i>Texts</i>	<i>Notes</i>
<u>McGraw-Hill Teen Health</u> <i>Lesson: The Role of Medicine</i> <i>Lesson: Using Medicines Safely</i> <i>Lesson: The Health Risks of Drug Use</i> <i>Lesson: Marijuana, Inhalants, and Steroids</i> <i>Lesson: Psychoactive Drugs</i> <i>Lesson: Living Drug-Free</i>	Students have an online log-in to the textbook.
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides
Drug Free World	Online Resource
Relevant videos/articles that are level appropriate	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ● Use of visual and multisensory formats - McGraw-Hill Teen Health Online Textbook with English and Spanish Options ● Use of assisted technology - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with ... ● Read Aloud Options ● Highlighting Options ● Note Taking Options

- Use of prompts
 - Graphic Organizers
- Testing accommodations
 - Chapter Assessment

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
 - Getting Help Narrative
- Higher-order thinking skills
 - Goal Setting and Drug Abuse
- Student-driven instruction
 - Anti-Drug Bumper Sticker
- Real-world problems and scenarios
 - Legalization of Marijuana Debate

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
 - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with ...
 - Read Aloud Options
 - Highlighting Options
 - Note Taking Options
- Pairing students with beginning English language skills with students who have more advanced English language skills
 - Google Translate
- Scaffolding
 - Utilize the online textbook
- Sentence frames
 - Getting Help Narrative
- Think-pair-share
 - Turn and Talk in class
- Cooperative learning groups
 - Accessing Information Activity

Stage 1 Desired Results	
Unit Title #2: Noncommunicable Disease	
Unit Summary: Many non-communicable diseases can be prevented or treated effectively. An increased awareness in family history and controllable factors such as nutrition, exercise, and abstaining from drugs and tobacco will help lower the risk for some of the diseases that will be discussed in this chapter.	
Unit Learning Targets	
NJSLS Standards: ● 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. ● 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.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.	
Interdisciplinary Connections	
Career Readiness, Life Literacies, & Key Skills (CLKS): ● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.	
Computer Science & Design Thinking (CS & DT): ● 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.	
Interdisciplinary Connections ELA, Math, VPA, etc: ● W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	
Climate Change:	
Holocaust & Amistad:	
Unit Essential Questions:	Unit Enduring Understandings:

● Why should teens know the risks of cardiovascular disease? ● What behaviors and lifestyle choices can lead to cancer? ● How can medicine help and treat non-communicable diseases?	● Preventative measures can be taken to reduce the risk of diseases that affect the heart and blood vessels. ● Cancer takes different forms and can develop in almost any part of the body. ● Noncommunicable diseases, such as allergies, asthma, diabetes, and arthritis, can be managed with medications and behaviors.
Students will know: ● The heart, blood, and blood, and blood vessels are at risk for a number of potentially serious diseases. ● Different types of cancer and behaviors that could prevent cancer. ● Why is Type 2 diabetes on the rise in the US?	Students will be able to: ● Examine healthful behaviors that can prevent atherosclerosis. ● Infer why smokers are not just putting their own lives at risk. ● Identify actions a person could take to reduce their risk of cancer.

Stage 2 Assessment Evidence

Summative Assessments:

- Letter to a Smoker
 - Students will write a letter to a smoker persuading them to quit smoking. They will include fact based information about the dangers of smoking and risk of disease associated with smoking.
- Goal Setting Plan for Type 2 Diabetes
 - Students will pretend they were just diagnosed with type 2 diabetes. They will gather information about treatment options to create a goal setting plan to treat the disease.
- Non-communicable Disease Narrative
 - Students will write a story about a teen who suffers from a non-communicable disease. They will describe how the condition affects the teen's daily life and how he or she manages the disease.
- Chapter Assessment
 - Students will complete a chapter assessment.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Chapter Assessment
 - Students will complete a modified chapter assessment.

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i>	<i>Time frame</i>
2.3.8.HCDM.1 2.3.8.HCDM.2 2.3.8.HCDM.3 2.3.8.HCDM.7	Understanding the importance of taking preventative measures against cardiovascular disease. Cancer takes many different forms and can affect people of all ages. Lifestyle choices can cause cancer.	● <i>Clogged Artery Demonstration</i> ● <i>Letter to a Smoker</i>	<i>2 Periods</i>
2.3.8.HCDM.1 2.3.8.HCDM.2 2.3.8.HCDM.3 2.3.8.HCDM.7	Practicing self-management strategies can help reduce the severity of allergies, asthma, diabetes, and arthritis. Type 2 diabetes can be prevented and controlled with diet and exercise.	● <i>Asthma Balloon Demonstration</i> ● <i>Goal Setting Plan for Type 2 Diabetes</i> ● <i>Non-communicable Disease Narrative</i>	<i>2 Periods</i>

Core Instructional & Supplemental Materials (including various levels of texts)	
<i>Texts</i>	<i>Notes</i>
<u>McGraw-Hill Teen Health</u> <i>Lesson: Cardiovascular Disease</i> <i>Lesson: Cancer</i> <i>Lesson: Allergies, Asthma, Diabetes, and Arthritis</i>	Students have an online log-in to the textbook.
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides
Relevant videos/articles that are level appropriate	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: ● Use of visual and multisensory formats - McGraw-Hill Teen Health Online Textbook with English and Spanish Options ● Use of assisted technology - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with ... ● Read Aloud Options ● Highlighting Options ● Note Taking Options ● Use of prompts - Graphic Organizers ● Testing accommodations - Chapter Assessment Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
 - Non-communicable Disease Narrative
- Higher-order thinking skills
 - Letter to a Smoker
- Student-driven instruction
 - Goal Setting Plan for Type 2 Diabetes
- Real-world problems and scenarios
 - Letter to a Smoker
 - Goal Setting Plan for Type 2 Diabetes

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
 - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with ...
 - Read Aloud Options
 - Highlighting Options
 - Note Taking Options
- Pairing students with beginning English language skills with students who have more advanced English language skills
 - Google Translate
- Scaffolding
 - Utilize the online textbook
- Sentence frames
 - Non-communicable Disease Narrative
- Think-pair-share
 - Turn and Talk in class
- Cooperative learning groups
 - Asthma Balloon Demonstration

Stage 1 Desired Results**Unit Title #3: Communicable Diseases, STDs, and HIV/AIDS**

Unit Summary: Prevention strategies can be taken to avoid the spread of infectious diseases. Many of the diseases discussed in this chapter can be prevented by using healthy safety measures as well as practicing abstinence.

Unit Learning Targets

NJSLS Standards:

- 2.3.8.HCDM.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
- 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.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- 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).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking (CS & DT):

- 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Interdisciplinary Connections ELA, Math, VPA, etc:

- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Climate Change:

Holocaust & Amistad:	
Unit Essential Questions: ● What causes an infectious disease to spread so rapidly? ● How does a virus affect the body? ● What do all STDs have in common? ● Why is there a large percentage of STDs that are undiagnosed and unreported? ● Why would a common cold be fatal to someone with HIV/AIDS? ● Why has the CDC implemented mandatory testing for all donated blood?	Unit Enduring Understandings: ● Learning about the causes of communicable diseases and how they spread can help a person prevent becoming infected with the disease. ● Common STDs may be present with symptoms or no symptoms and all have possible long-term effects if not treated. ● Practicing abstinence is the best way to avoid high-risk behavior. ● HIV/AIDS is an incurable disease that attacks the immune system. ● Early diagnosis of STDs is essential to prevent the spread of disease.
Students will know: ● The immune system is the body's way of defending against communicable disease. ● Communicable diseases are caused by several kinds of microorganisms. ● STDs are communicable infections that are spread through sexual contact. ● Any person who has sexual contact with another person risks contracting a sexually transmitted disease. ● There are approximately 25 different STDs, six of which are the most common. ● Abstinence is the only 100 percent effective method in preventing the spread of STDs. ● HIV/AIDS is the virus that causes AIDS, a disease that weakens the body's immune system and may have fatal consequences.	Students will be able to: ● Synthesize actions you could take to prevent spreading illness to other people. ● Examine resources in your community where teens can find accurate information about the diagnosis and treatment of STDs. ● Explain the cause and effect relationship between the reasons many STDs go unreported and undiagnosed and the current STD epidemic in the United States. ● Understand how the immune system responds to the presence of HIV in the body.

Stage 2 Assessment Evidence

Summative Assessments:

- Bacteria/Virus Narrative
 - Students will write a story from the point of view of a virus or bacteria entering the human body. They will use information from the chapter as well as gather information from the web to explain what happens once the virus or bacteria enters up until the pathogen is eliminated.
- STD Debate
 - Students will gather information for a debate on whether tests for STDs should be a standard part of an examination by a physician.
- HIV/AIDS Public Service Announcement Poster
 - Students will create a poster that warns teens about the risks of contracting HIV/AIDS.
- Chapter Assessment
 - Students will complete a chapter assessment.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Chapter Assessment
 - Students will complete a modified chapter assessment.

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i>	<i>Time frame</i>
2.3.8.HCDM.6 2.3.8.HCDM.7	Understanding the job of the immune system when a pathogen enters the body. Understand the difference between a bacteria and virus and its effect on the immune system.	● <i>Defend That Line Demonstration</i> ● <i>Bacteria/Virus Narrative</i>	<i>3 Periods</i>

2.3.8.HCDM.3 2.3.8.HCDM.4 2.3.8.HCDM.5 2.1.8.CHSS.3 2.1.8.CHSS.5 2.1.8.SSH.9 2.1.8.SSH.10 2.1.8.SSH.11	Understanding that any person who has sexual contact with another person is at risk for contracting an STD. Understanding behaviors that put someone at risk for contracting an STD and that abstinence is the only 100 percent effective prevention method. Understanding how HIV/AIDS attacks the immune system and how it could be fatal.	● <i>Accessing Information STDs Activity</i> ● <i>Risky Behaviors Activity</i> ● <i>STD Debate</i> ● <i>HIV/AIDS Public Service Announcement Poster</i>	<i>5 Periods</i>
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Core Instructional & Supplemental Materials
(including various levels of texts)

<i>Texts</i>	<i>Notes</i>
<u>McGraw-Hill Teen Health</u> <i>Module: Communicable Diseases</i> <i>Module: Sexually Transmitted Diseases and HIV/AIDS</i>	Students have an online log-in to the textbook.
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides
Relevant videos/articles that are level appropriate	

**Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
 - McGraw-Hill Teen Health Online Textbook with English and Spanish Options
- Use of assisted technology
 - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with ...
 - Read Aloud Options
 - Highlighting Options
 - Note Taking Options
- Use of prompts
 - Graphic Organizers
- Testing accommodations
 - Chapter Assessment

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
 - HIV/AIDS Public Service Announcement Poster
- Higher-order thinking skills
 - Bacteria/Virus Narrative
- Student-driven instruction
 - STD Debate
- Real-world problems and scenarios
 - HIV/AIDS Public Service Announcement Poster

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
 - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with ...
 - Read Aloud Options
 - Highlighting Options
 - Note Taking Options

- Pairing students with beginning English language skills with students who have more advanced English language skills
 - Google Translate
- Scaffolding
 - Utilize the online textbook
- Sentence frames
 - Bacteria/Virus Narrative
- Think-pair-share
 - Turn and Talk in class
- Cooperative learning groups
 - Defend That Line Demonstration

Stage 1 Desired Results

Unit Title #4: Sexual Feelings and Relationships

Unit Summary: Dating is considered an important social activity during the teen years. It is important for teens to understand how to have a healthy dating relationship and use refusal skills to help avoid potentially risky situations.

Unit Learning Targets

NJSLS Standards:

- 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.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 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.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.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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking (CS & DT):

- 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Interdisciplinary Connections ELA, Math, VPA, etc:

- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:

- What are decisions that a teen might have to make in a dating relationship?
- How can you decide for yourself about remaining abstinent?
- Why can't a person give "affirmative consent" if he or she is threatened?
- How can being sexually active interfere with a teen's plan for the future?
- What are some reasons to have children when you are ready?

Unit Enduring Understandings:

- Good communication between people who are dating is critical for setting limits about sexual activity.
- A teen who is under the age of consent cannot legally agree to sexual contact.
- Engaging in sexual activity before marriage can have physical, mental, and legal consequences.
- Parenting means providing care, support, and love in a way that leads to a child's total development.

Students will know:

- Practicing abstinence and using refusal skills can help you avoid contracting an STD as well as an unwanted pregnancy.
- Getting consent means that a couple must stop while they are sexually aroused, and determine whether both of them give consent for sexual activity to begin.

Students will be able to:

- Analyze the benefits of abstinence from sexual activity.
- Evaluate ways to practice abstinence in a dating relationship.
- Examine the difference between consent and affirmative consent.
- Evaluate the roles, responsibilities, and costs of becoming a parent.

- Parenthood and raising a family requires a great amount of responsibility.

Stage 2 Assessment Evidence

Summative Assessments:

- Baby Egg Project
 - Students will “adopt” an egg baby for three school days and will be assigned a level of education. They will use the class periods to find a job, housing, and create a budget for their new family.
- Chapter Assessment
 - Students will complete a chapter assessment.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Chapter Assessment
 - Students will complete a modified chapter assessment.

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i>	<i>Time frame</i>
2.3.8.HCDM.3 2.3.8.HCDM.5 2.1.8.SSH.5 2.1.8.SSH.7 2.1.8.SSH.8	Understanding the importance of practicing abstinence. Understanding consent and using refusal skills will help make good decisions about becoming sexually active.	● <i>Abstinence Gallery Walk</i> ● <i>Practicing Abstinence Scenarios</i>	<i>2 Periods</i>

2.1.8.PP.4 2.1.8.PP.5	Understand that parenthood requires a great amount of responsibility.	• <i>What Makes a Good Parent?</i> • <i>Baby Egg Project</i>	5 Periods
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Core Instructional & Supplemental Materials (including various levels of texts)

<i>Texts</i>	<i>Notes</i>
<u>McGraw-Hill Teen Health</u> <i>Module: Relationships and Choosing Abstinence</i> <i>Module: Marriage and Parenthood</i>	Students have an online log-in to the textbook.
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides
Relevant videos/articles that are level appropriate	

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
 - McGraw-Hill Teen Health Online Textbook with English and Spanish Options
- Use of assisted technology
 - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with ...
 - Read Aloud Options
 - Highlighting Options
 - Note Taking Options
- Use of prompts
 - Graphic Organizers

- Testing accommodations
 - Chapter Assessment

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
 - Egg Baby Project
- Higher-order thinking skills
 - Egg Baby Project
- Student-driven instruction
 - Egg Baby Project
- Real-world problems and scenarios
 - Practicing Abstinence Scenarios
 - Egg Baby Project

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
 - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with ...
 - Read Aloud Options
 - Highlighting Options
 - Note Taking Options
- Pairing students with beginning English language skills with students who have more advanced English language skills
 - Google Translate
- Scaffolding
 - Utilize the online textbook
- Sentence frames
 - What Makes a Good Parent?
- Think-pair-share
 - Turn and Talk in class
- Cooperative learning groups
 - Practicing Abstinence Scenarios

Stage 1 Desired Results**Unit Title #5: Nutrition, Physical Activity, and Fitness**

Unit Summary: Nutrition and physical activity are both important components that influence your health and quality of life. Students will learn the importance of reading a food label, understanding calories, and the connection to physical activity when it comes to maintaining a healthy weight and overall well being.

Unit Learning Targets**NJSLS Standards:**

- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).
- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

Interdisciplinary Connections	
Career Readiness, Life Literacies, & Key Skills (CLKS): 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.	
Computer Science & Design Thinking (CS & DT): 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.	
Interdisciplinary Connections ELA, Math, VPA, etc: W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.	
Climate Change:	
Holocaust & Amistad:	
Unit Essential Questions: - How can the foods you choose affect your health? - What influences your food choices? - What are some factors that influence how you think about your body? - How is binge eating an eating disorder? - In what ways does being physically active benefit a person? - How does physical activity benefit your mental and social health?	Unit Enduring Understandings: - Choosing the right foods is important for lifelong good health. - Knowing how to read food labels on food packages can help you choose foods wisely. - The ability to manage weight in healthful ways requires understanding of the methods used to determine a healthy weight range and the factors that impact an individual's food needs. - Negative body image is a factor that can lead to unhealthy eating behaviors. - Physical activity has physical, mental, and social benefits.
Students will know: - The food you eat affects your health and quality of life. - Maintaining a healthy weight can protect health and prevent disease. - The media and other influences can affect your body image. - Being physically active benefits your total health in a variety of ways.	Students will be able to: - Analyze how advertising can influence your food choice. - Examine how a consistent weight can be maintained if the number of calories taken in equals the number of calories used. - Evaluate how fad diets can be illegitimate ways to lose weight.

	Understand how getting physical activity improves your physical fitness, which is the ability to carry out daily takes easily.
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Stage 2 Assessment Evidence

Summative Assessments:

- Food Diary
 - Students will track what they eat for five straight days and analyze their food choices.
- Reading a Food Label
 - Students will bring in a food label from a food they have eaten they believe to be a healthy choice. Students will then analyze the food in class.
- Fad Diet PSA
 - Students will work in groups to create a 30 second radio clip that warns teens about the dangers associated with fad diets. They will be encouraged to be accurate, persuasive, and attention-grabbing.
- Element of Fitness Slogans
 - Students will be assigned an element of fitness to write a slogan for and create a poster.
- Chapter Assessment
 - Students will complete a chapter assessment.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Chapter Assessment
 - Students will complete a modified chapter assessment.

Stage 3 Learning Plan

<i>Standard</i>	<i>Skill</i>	<i>Learning Activities & Differentiation</i>	<i>Time frame</i>
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2.2.8.N.1 2.2.8.N.2 2.2.8.N.3 2.2.8.N.4	Understanding that the food you eat affects your weight and overall health. Understanding that calories are our body's source of energy and it is important to consume the correct amount daily. Understanding that many media outlets can have a negative affect on our body image, which could lead to an eating disorder.	● <i>Losing Weight vs. Gaining Weight Venn Diagram</i> ● <i>Food Diary</i> ● <i>Reading a Food Label</i> ● <i>Fad Diet PSA</i> ● <i>Super Size Me</i>	<i>9 Periods</i>
2.2.8.LF.1 2.2.8.LF.2 2.2.8.LF.3 2.2.8.LF.4 2.2.8.LF.5 2.2.8.LF.6 2.2.8.LF.7 2.2.8.PF.1	Understanding different types of exercise can help you evaluate and improve various elements of fitness. Understanding an exercise session had three components, a warm up, the workout, and a cool down.	● <i>Element of Fitness Slogans</i> ● <i>Fitness Testing Analysis</i> ● <i>Target Heart Rate Activity</i>	<i>6 Periods</i>

Core Instructional & Supplemental Materials
(including various levels of texts)

<i>Texts</i>	<i>Notes</i>
<u>McGraw-Hill Teen Health</u> <i>Module: Nutrition for Health</i> <i>Module: Managing Weight and Eating Behaviors</i> <i>Module: Physical Activity and Fitness</i>	Students have an online log-in to the textbook.
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides
Relevant videos/articles that are level appropriate	

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
 - McGraw-Hill Teen Health Online Textbook with English and Spanish Options
- Use of assisted technology
 - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with ...
 - Read Aloud Options
 - Highlighting Options
 - Note Taking Options
- Use of prompts
 - Graphic Organizers
- Testing accommodations
 - Chapter Assessment

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
 - *Food Diary*
- Higher-order thinking skills
 - Fitness Testing Analysis

- Student-driven instruction
 - Reading a Food Label
- Real-world problems and scenarios
 - Food Diary

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
 - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with ...
 - Read Aloud Options
 - Highlighting Options
 - Note Taking Options
- Pairing students with beginning English language skills with students who have more advanced English language skills
 - Google Translate
- Scaffolding
 - Utilize the online textbook
- Sentence frames
 - Reading a Food Label
- Think-pair-share
 - Turn and Talk in class
- Cooperative learning groups
 - Fad Diet PSA