

Wayne

Township Public Schools

Wayne, New Jersey

**Physical Education Department
6-8 Grade Health Education Curriculum Guide**

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Revised

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This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

Approved by the Wayne Township Board of Education at the regular meeting held on

WAYNE TOWNSHIP PUBLIC SCHOOLS HEALTH CURRICULUM

GRADE 6-8



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MEETING THE NEEDS OF ALL LEARNERS

Students learn in different ways and at different rates. Each student comes to class with varying interests, experiences, developmental maturity, background knowledge, and skills. What is important is that within each lesson, there is something for everyone something that meets the needs and learning styles of each and every student.

An effective approach for accommodating student differences is to begin lessons with a whole-group activity and shared experience. Students then choose from a variety of ways to process their thinking and represent their learning. This allows students to work on the same concept in ways that most suit their individual learning styles and developmental stages. Teachers should utilize materials and strategies that accommodate student diversity and ensure that all students have equitable opportunities to experience success as they work toward achieving designated outcomes.

Learning supports for students with special needs, including English as an additional language (EAL), could include the following:

- Alternate formats for print materials (such as audiotapes, large print, talking computer books, and read-alouds)
- A scribe for written assignments and/or tests
- Access to computers
- Content-area spelling and vocabulary word lists
- Peer support
- Questions to guide or focus reading
- Demonstrations or modelled examples
- Extra time to complete work
- Highlighted or underlined sections in textbooks
- Specific assistance with organization
- Graphic organizers
- Visual prompts and pictures

The variety of learning experiences described in this guide, and the suggestions for a variety of assessment practices, will assist teachers in accommodating the diversity of learners.

Wayne Township Public Schools Health Pacing Guide: Grades 6-8										
Grade 6										
Weeks	1	2	3	4	5	6	7	8	9	10
Unit 1: Living a Healthy Life	X	X								
Unit 2: Building Health Skills			X	X						
Unit 3: Social and Emotional Health				X	X	X				
Unit 4: Nutrition and Physical Activity						X	X			
Unit 5: Growth and Development							X	X		
Unit 6: Alcohol, Tobacco, and Other Drugs									X	
Unit 7: Personal Safety, Health Services, and Your Community										X

WAYNE TOWNSHIP PUBLIC SCHOOLS HEALTH EDUCATION (GRADE 6) THEMATIC UNITS

1. **Living a Healthy Life**
 - a. Components of Wellness
 - b. Health Triangle
 - c. Self-Concept/Self-Esteem
 - d. Setting Goals (Health and Career)
 - e. Character Development
 - i. Values
2. **Building Health Skills**
 - a. Decision-Making
 - b. Time Management/Organization
 - c. Coping Skills
 - i. Stress Management
 - d. Self-Advocacy
 - i. Communicating Health Needs to a Trusted Adult
 - e. Health Literacy
 - i. Determining Validity & Reliability of Health Resources
3. **Social and Emotional Health**
 - a. Relationships
 - i. Family Relationships
 - ii. Friendships/Peer Relationships
 - iii. Reputation
 - iv. Peer Pressure
 - v. Cliques
 - b. Communication Skills
 - i. Conflict Resolution
 - c. Developing Respect, Acceptance, & Empathy
 - i. Bullying/Cyberbullying
 - ii. Stereotyping
 - d. Technology and its Impact on Social Health
 - i. Responsible Internet and Social Media Use
 - e. Understanding and Expressing Your Emotions
 - f. Common Mental Illnesses (Depression, Anxiety, Panic Disorders, & Phobias)
 - i. Detection & Treatment
4. **Nutrition and Physical Activity**
 - a. Why Your Body Needs Nutrition
 - b. Following a Balanced Food Plan
 - c. Making Healthful Food Choices
 - d. The Benefits of Physical Activity
5. **Growth and Development**
 - a. Pregnancy and Growth
 - i. Sequence of Fertilization, Embryonic Growth, Fetal Development
 - ii. Parental Responsibilities
 - b. Heredity & Traits
 - c. Adolescence and Puberty
 - i. Endocrine System
 - d. Personal Hygiene
 - i. Factors that Influence Use and Purchase
6. **Alcohol, Tobacco and Other Drugs**
 - a. Effects of Drugs, Alcohol, and Tobacco on Your Health
 - b. Contributing Factors to Use
 - c. Remaining Drug, Alcohol and Tobacco Free
 - d. Using Medicine Responsibly
7. **Personal Safety, Health Services, and Your Community**
 - a. Disease Prevention, Detection, and Treatment
 - b. Abusive Situations - Recognize & Identify Sources for Help
 - c. Prevention Strategies for Common Adolescent Injuries
 - i. Traffic Safety System
 - d. Reducing Risky Behavior
 - i. Identify Unsafe Behavior
 - e. Basic First-Aid Procedures
 - f. Informing Your Peers about Health Issues
 - g. Identifying Opportunities for Volunteer Service in Your Community

**Wayne Township Public Schools
Grade 6
Health Curriculum Guide**

Content Area/Grade Level:	Health, 6th Grade
Time Frame:	1 Marking Period (Approx. 10 weeks)
New Jersey Student Learning Standards for Comprehensive Health and Physical Education:	
<u>2.1 Wellness:</u> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<u>Strand A: Personal Growth and Development</u>	
<i>Content Statement: Staying healthy is a lifelong process that includes all dimensions of wellness.</i>	
<ul style="list-style-type: none">● 2.1.6.A.1 - Explain how health data can be used to assess and improve each dimension of personal wellness.● 2.1.6.A.2 - Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.● 2.1.6.A.3 - Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.	
<u>Strand B: Nutrition</u>	
<i>Content Statement: Eating patterns are influenced by a variety of factors.</i>	
<ul style="list-style-type: none">● 2.1.6.B.1 - Determine factors that influence food choices and eating patterns.● 2.1.6.B.2 - Summarize the benefits and risks associated with nutritional choices, based on eating patterns.● 2.1.6.B.3 - Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.● 2.1.6.B.4 - Compare and contrast nutritional information on similar food products in order to make informed choices.	
<u>Strand C: Diseases and Health Conditions</u>	
<i>Content Statement: The early detection and treatment of diseases and health conditions impact one's health.</i>	
<ul style="list-style-type: none">● 2.1.6.C.1 - Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.● 2.1.6.C.2 - Determine the impact of public health strategies in preventing diseases and health conditions.● 2.1.6.C.3 - Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.	

Strand D: Safety

Content Statement: *Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.*

- 2.1.6.D.1 - Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- 2.1.6.D.2 - Explain what to do if abuse is suspected or occurs.
- 2.1.6.D.3 - Summarize the components of the traffic safety system and explain how people contribute to making the system effective.

Content Statement: *Applying first-aid procedures can minimize injury and save lives.*

- 2.1.6.D.4 - Assess when to use basic first-aid procedures.

Strand E: Social and Emotional Health

Content Statement: *Social and emotional development impacts all components of wellness.*

- 2.1.6.E.1 - Examine how personal assets and protective factors support healthy social and emotional development.

Content Statement: *Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.*

- 2.1.6.E.2 - Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

Content Statement: *Stress management skills impact an individual's ability to cope with different types of emotional situations.*

- 2.1.6.E.3 - Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand A: Interpersonal Communication

Content Statement: *Effective communication may be a determining factor in the outcome of health- and safety-related situations.*

- 2.2.6.A.1 - Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

Content Statement: *Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.*

- 2.2.6.A.2 - Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

Strand B: Decision-Making and Goal Setting

Content Statement: *Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.*

- 2.2.6.B.1 - Use effective decision-making strategies.
- 2.2.6.B.2 - Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3 - Determine how conflicting interests may influence one's decisions.
- 2.2.6.B.4 - Apply personal health data and information to support achievement of one's short- and long-term health goals.

Strand C: Character Development

Content Statement: *Personal core ethical values impact the behavior of oneself and others.*

- 2.2.6.C.1 - Explain how character and core ethical values can be useful in addressing challenging situations.

Content Statement: *Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.*

- 2.2.6.C.2 - Predict situations that may challenge an individual's core ethical values.
- 2.2.6.C.3 - Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

Strand D: Advocacy and Service

Content Statement: *Participation in social and health- or service-organization initiatives have a positive social impact.*

- 2.2.6.D.1 - Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
- 2.2.6.D.2 - Develop a position about a health issue in order to inform peers.

Strand E: Health Service and Information

Content Statement: *Health literacy includes the ability to compare and evaluate health resources.*

- 2.2.6.E.1 - Determine the validity and reliability of different types of health resources.

Content Statement: *Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.*

- 2.2.6.E.2 - Distinguish health issues that warrant support from trusted adults or health professionals.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand A: Medicines

Content Statement: *Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.*

- 2.3.6.A.1 - Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- 2.3.6.A.2 - Compare information found on over-the-counter and prescription medicines.

Strand B: Alcohol, Tobacco, and other Drugs

Content Statement: *There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.*

- 2.3.6.B.1 - Explain the system of drug classification and why it is useful in preventing substance abuse.
- 2.3.6.B.2 - Relate tobacco use and the incidence of disease.
- 2.3.6.B.3 - Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- 2.3.6.B.4 - Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
- 2.3.6.B.5 - Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- 2.3.6.B.6 - Summarize the signs and symptoms of inhalant abuse.
- 2.3.6.B.7 - Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

Strand C: Dependency/Addiction and Treatment

Content Statement: *Substance abuse is caused by a variety of factors.*

- 2.3.6.C.1 - Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- 2.3.6.C.2 - Explain how wellness is affected during the stages of drug dependency/addiction.
- 2.3.6.C.3 - Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

Content Statement: *There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.*

- 2.3.6.C.4 - Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand A: Relationships

Content Statement: *Healthy relationships require a mutual commitment.*

- 2.4.6.A.1 - Compare and contrast how families may change over time.
- 2.4.6.A.2 - Analyze the characteristics of healthy friendships and other relationships.
- 2.4.6.A.3 - Examine the types of relationships adolescents may experience.
- 2.4.6.A.4 - Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- 2.4.6.A.5 - Compare and contrast the role of dating and dating behaviors in adolescence.

Strand B: Sexuality

Content Statement: *Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.*

- 2.4.6.B.1 - Compare growth patterns of males and females during adolescence.

Content Statement: *Responsible actions regarding sexual behavior impact the health of oneself and others.*

- 2.4.6.B.2 - Summarize strategies to remain abstinent and resist pressures to become sexually active.

- 2.4.6.B.3 - Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
- 2.4.6.B.4 - Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

Strand C: Pregnancy and Parenting

Content Statement: *Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.*

- 2.4.6.C.1 - Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- 2.4.6.C.2 - Identify the signs and symptoms of pregnancy.
- 2.4.6.C.3 - Identify prenatal practices that support a healthy pregnancy.

Content Statement: *Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.*

- 2.4.6.C.4 - Predict challenges that may be faced by adolescent parents and their families.

**New Jersey Core Curriculum Content Standards for 21st Century Skills:
Career Ready Practices**

CRP1.	Act as a responsible and contributing citizen and employee.
CRP3.	Attend to personal health and financial well-being.
CRP4.	Communicate clearly and effectively and with reason.
CRP5.	Consider the environmental, social and economic impacts of decisions.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity

New Jersey Core Curriculum Content Standards for 21st Century Skills: Financial Literacy

9.1.8.B.7	Construct a budget to save for long-term, short-term, and charitable goals.
9.1.8.D.1	Determine how saving contributes to financial well-being.
9.1.8.E.2	Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
9.1.8.E.3	Compare and contrast product facts versus advertising claims.
9.1.8.E.8	Recognize the techniques and effects of deceptive advertising.

**New Jersey Core Curriculum Content Standards for 21st Century Skills:
Career Awareness, Exploration, and Preparation**

9.2.8.B.1	Research careers within the 16 Career Clusters® and determine attributes of career success.
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 E	Evaluate the impact of online activities and social media on employer decisions.
2014 New Jersey Core Curriculum Content Standards: Educational Technology	
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts Companion Standards Grades 6-8

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progress Indicator for Reading Science and Technical Subjects

Key Ideas and Details

- [RST.6-8.1](#). Cite specific textual evidence to support analysis of science and technical texts.

Anchor Standards for Reading

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Progress Indicator for Reading Science and Technical Subjects

Key Ideas and Details

- [RST.6-8.7](#). Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Anchor Standards for Reading

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicator for Reading Science and Technical Subjects

Range of Reading and Level of Text Complexity

- [RH.6-8.10](#). By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progress Indicators for Writing History, Science and Technical Subjects

Text Type and Purposes

- [WHST.6-8.1](#). *Write arguments focused on discipline-specific content.*
 - A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - D. Establish and maintain a formal/academic style, approach, and form.
 - E. Provide a concluding statement or section that follows from and supports the argument presented.

Anchor Standards for Writing

Production and Distribution of writing

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Progress Indicators for Writing, History, Science and Technical Subjects

Production and Distribution of writing

- [WHST.6-8.6](#). Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Anchor Standards for Writing

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Progress Indicators for Writing, History, Science and Technical Subjects

Research to Build and Present Knowledge

- [WHST.6-8.7](#). *Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.*

Anchor Standards for Writing

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Writing, History, Science and Technical Subjects

Range of Writing

- [WHST.6-8.10](#). *Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.*

New Jersey Student Learning Standards for Science

MS-LS1 From Molecules to Organisms: Structures and Processes

MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

Unit Summary

Adolescence is a time of many changes in an individual's life. Adolescents experience physical, mental, social, and emotional changes and must learn to make positive, healthy decisions during this challenging time in their lives. This unit aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future (which will contribute to the well-being of self and others). Students will be presented with factual information, healthy habits, coping strategies, and social skills necessary for making safe, responsible, and healthy choices.

Essential Questions

- What is the importance of living a healthful lifestyle?
- What are the physical dimensions of wellness?
- What are the social-emotional dimensions of wellness?
- What are the personal and interpersonal life choices that will maximize lifelong wellness?
- Why is it important to set goals?
- Why is it important to manage your time?
- Why are coping skills important?
- What role does stress play in your daily life?
- What constitutes informed choices and decision making relative to self-managing personal wellness?
- What are the internal and external pressures that affect decision-making?
- Why is it important to have healthy family relationships?
- How does my emotional health influence my relationships with others?
- How do I know if I am in a healthy peer relationship?
- Why is communication important in our daily lives?
- What are effective communication skills which can be used to create healthy relationships?
- How can you prevent and resolve conflicts?
- How can we recognize the warning signs of someone being bullied/harassed?
- What are the short and long term effects to students who are bullied and harassed?
- How can you cope with bullying/cyberbullying in a constructive way?
- Why is it important to respect the differences in others?
- What factors contribute to obesity in our country?
- What is the impact of nutrition and physical activity on wellness?
- Why is the endocrine system important?
- What are the short and long term effects of alcohol, tobacco, and other drugs on a person's overall health?
- Which decision-making and refusal skills could be used to encourage students to abstain from using alcohol, tobacco, and other drugs?
- What are some possible consequences that could result from breaking and/or ignoring safety guidelines?
- What information is necessary in learning how to react in an emergency?
- Why is it important to follow safety guidelines when boarding the bus?
- How does our environment affect a healthy lifestyle?
- How does health impact my growth and development?

Enduring Understandings

- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Participation in social and health- or service-organization initiatives have a positive social impact.
- Making responsible and informed choices will help maintain health and to promote safety for self and others.
- Fads, quackery, and advertising can influence health behaviors and practices.
- Services are available when dealing with change, or loss.
- Attitudes and beliefs influence decisions and behavior.
- Life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter.
- There are several forms of communication other than verbal.
- The ability to communicate what you want clearly is an essential life skill.
- Words have a lasting impact; it is important to think before you speak.
- Nothing you post/send is private; once it is out there, it is out there.
- Individuals may experience mood swings and overwhelming feelings during adolescence. Often a person's role within peer groups and family can shift or change during this time, which can lead to overwhelming feelings of stress or anxiety. Students will learn to cope with changes using stress management, time management, and learning to handle peer pressure in a positive way.
- Individuals experience physical changes associated with puberty, including development of secondary sex characteristics. The endocrine systems uses hormones to initiate these changes within the body, and the individual becomes sexually mature and able to reproduce. By practicing regular personal hygiene, exercising regularly, and maintaining a healthy diet, an individual can minimize stress from these physical changes associated with puberty.
- During changes associated with puberty and adolescence, an individual must learn to properly care for himself/herself. While some changes are not under the direct control of the individual, some factors influencing overall health are controllable. Factors that may not be controlled by the individual include rate of physical growth, hereditary influences, and noncommunicable diseases. Adolescence can contribute to a healthy lifestyle and ease stresses from changing circumstances by learning to eat a balanced diet, exercise, manage stress, and practice proper hygiene

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.

Check all that apply.

21 st Century Themes		21 st Century Skills	
X	Global Awareness	X	Creativity and Innovation
X	Environmental Literacy	X	Critical Thinking and Problem Solving
X	Health Literacy	X	Communication
X	Civic Literacy	X	Collaboration
X	Financial, Economic, Business, and Entrepreneurial Literacy		
Student Learning Targets/Objectives:		Learning Activities:	
<p>Unit 1- Living a Healthy Life:</p> <ul style="list-style-type: none"> ● Students will be able to describe the three components of the health triangle and analyze how their choices affect the balance of their health triangle. ● Students will be able to identify the 7 components of wellness. Students will be able to integrate the 7 components of wellness into their life and analyze how their choices affect their life balance. ● Students will be able to evaluate the need for balance and variety in daily activities that promote personal health. ● Students will be able to Identify various health needs during adolescence (e.g., mental, emotional, social, and physical, hygiene). ● Students will be able to identify how messages from the media influence health behaviors. ● Students will be able to identify and communicate values and beliefs that affect healthy choices. 		<p>Unit 1 - Living a Healthy Life:</p> <ul style="list-style-type: none"> ● Wellness <ul style="list-style-type: none"> ○ Fill-in-the-blanks 7 Dimensions WS ○ Wellness Wheel WS (Components of Wellness) ● Health Triangle <ul style="list-style-type: none"> ■ Health Triangle Scenarios (analyze balance) ■ Health Triangle: Self Assessment ■ Health Triangle WS (identify which side of the triangle - statements belong to) ■ “My Health Triangle Project” (Posters) ○ Technology - The role it plays in maintaining and improving personal health <ul style="list-style-type: none"> ■ Available Apps ● Self-Esteem <ul style="list-style-type: none"> ○ Daily Do Now: I Am Awesome because.. ○ Daily Do Now: “Wildcat of the Day” - Each day a student is randomly selected to receive written compliments from every single classmate ○ My Strengths & Qualities WS ○ How to Enhance your Self-Esteem ○ Self Esteem Writing Prompt ○ Ted Talk - Lessons on Self Confidence from a Teenager Reece Doppenberg TEDxYouth@Langley - with WS ○ Self-Esteem Makeover ● Goal Setting <ul style="list-style-type: none"> ○ Creating Action Plans ○ Setting S.M.A.R.T Goals 	

	<ul style="list-style-type: none"> ○ Physical, Social, Mental Goals ○ BrainPop: Setting Goals ● Your Character <ul style="list-style-type: none"> ○ “My Character Project” - Google Slides Presentation ○ Character Traits worksheet ● Values <ul style="list-style-type: none"> ○ Predict Situations that would challenge an individuals core ethical values
<p><u>Unit 2 - Building Health Skills:</u></p> <ul style="list-style-type: none"> ● Students will use effective decision-making strategies. ● Students will describe how effective decision making strategies can impact choices made by individuals or groups in regard to personal wellness. ● Students will be able to make responsible and informed choices to maintain health and to promote safety for their self and others. ● Students will describe how to constructively manage feelings caused by disappointment, stress, separation or loss. Model healthy communication skills through exchange of information, questions, and ideas while recognizing perspective of others. ● Students will recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter. ● Students will be able to identify situations that cause them stress, recognize their personal reaction or response to stress, and design personal plans that include options for managing stress in stressful situations. ● Students will be able to demonstrate the ability to access valid information 	<p><u>Unit 2 - Building Health Skills:</u></p> <ul style="list-style-type: none"> ● Decision Making <ul style="list-style-type: none"> ○ Decision Making Process (Learn steps and process in depth - practice real scenarios individually, WS) ○ Decision-Making Scenarios with Partners (worksheet, then present to class) ○ Rate Yourself Worksheet ○ Rope Swing Scenario ○ Decision-Making Writing Prompt ● Time Management/Organizational Skills <ul style="list-style-type: none"> ○ Benefits of Time Management ○ Tips ○ Hourly Planner, analyze how time is currently spent in relation to your priorities ● Coping Skills <ul style="list-style-type: none"> ○ “Coping with an Emotional Crisis” video HRM ○ Stress Management <ul style="list-style-type: none"> ■ Circle of Control WS ■ Identify your School Triggers Self-Evaluation ■ Stress Mail ● Health Literacy - Exploring the Surf <ul style="list-style-type: none"> ○ Kids Health: Media Literacy and Health ○ Media’s Influence on Health Behaviors <ul style="list-style-type: none"> ■ Substance use, sexual activity, eating habits, and other risky behaviors - Ex. ads from television, radio, film, games, advertising, and social media outlets like instagram and social media (8.1.8.E.1)

and products and services to enhance health.

Unit 3 - Social and Emotional Health:

- Students will understand the gravity of their words and the lasting effect they have on others.
- Students will apply and assess conflict/mediation strategies to a variety of conflict situations.
- Students will predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- Students will be able to identify health habits/behaviors that influence body image and feelings of self-worth.
- Students will be able to make recommendations on how to resolve incidences of school and community conflict, harassment, discrimination, and bullying.

Unit 3 - Social and Emotional Health:

- Family Relationships
 - Change over time
- Friendships and Peers
 - Peer Pressure
 - [Peer Pressure](#)
 - [Role Playing & Great Escapes](#)
 - Reputation
 - “Your Reputation: Enhancing it, Repairing it” HRM
 - The Labels We Wear
- Cliques
 - “*Cliques: Where do you fit in?*” HRM
- Communication Skills
 - Hands-On Toothpaste Lab (Understanding the Gravity of Your Words) Social Impact
 - [Circle of Friends, Understanding Perspective, Communication: A 2-Way Street](#)
- Conflict Resolution
 - [Anger Management & Working it Out](#)
 - Role Playing
 - BrainPOP: [Conflict Resolution](#)
- Bullying
 - [Crumpled Paper Lab](#)
 - [Acting Against Bullying, Circle of Friends, & Shutting Down the Rumor Mill](#)
 - BrainPop: [Bullying](#)
- Cyberbullying (8.1.8.D.1)
 - “*I was Cyberbullied*”
 - [Unplugging the Cyberbullies & Everyone’s Involved](#)
- Empathy
 - [Compassion is in Fashion/Acts of Kindness](#)
- Stereotyping
 - Class Video Project (Tolerance)
- Technology and its Impact on Social Health
 - [Screen Time Journal](#)
- Understanding your Emotions
 - Wheel of Emotions

	<ul style="list-style-type: none"> ○ Music and Emotions, play clips of songs, write down the emotion associated with it ○ What Triggers Your Emotions WS
<p><u>Unit 4 - Nutrition and Physical Activity:</u></p> <ul style="list-style-type: none"> ● Students will be able to interpret and analyze food and nutrition labels to make healthy choices ● Students will be able to identify ways to increase and track healthy eating habits ● Students will set health goals related to nutrition and physical activity. ● Students will understand the value of fitness and nutrition . 	<p><u>Unit 4 - Nutrition and Physical Activity:</u></p> <ul style="list-style-type: none"> ● Food Labels <ul style="list-style-type: none"> ○ Compare food labels lab - decision making ○ Fast Food Freddy & See Through the Label ● Following a Balanced Diet <ul style="list-style-type: none"> ○ Create a Healthy Weekly Dinner Menu for your family (realistic) ○ Write a descriptive letter to your parents explaining the importance of a healthy diet and the changes you could make as a family (attach to your proposed menu) ○ BrainPOP Jr: <i>Eating Right, Food Groups, Sugar, Digestive System</i> ○ BrainPOP: <i>Carbohydrates, Fats, Organic Food, Obesity</i> ● Making healthful choices <ul style="list-style-type: none"> ○ Influences on health choices ○ Healthy-Living Diary ○ Meal Builder, Grocery Store, & Goal Setting ● Benefits of Physical Activity <ul style="list-style-type: none"> ○ Move, Move, Move! ○ How Active Are You? ○ Benefits of PA, Check Pulse.Huff and Puff, PA Self-Monitoring Chart
<p><u>Unit 5 - Growth and Development:</u></p> <ul style="list-style-type: none"> ● Students will be able to describe physical, emotional, and social changes that occur during puberty. ● Students will determine how culture/family history impacts one's personal growth and health. ● Students will determine factors that influence the purchase of healthcare products and use of personal hygiene practices. 	<p><u>Unit 5 - Growth and Development:</u></p> <ul style="list-style-type: none"> ● Endocrine System <ul style="list-style-type: none"> ○ https://kidshealth.org/classroom/6to8/body/systems/endocrine.pdf ● Puberty <ul style="list-style-type: none"> ○ <i>“Always Changing and Growing up” videos</i> ○ <i>Changes Boys vs. Girls worksheet</i> ○ Anonymous Q & A (answers posted to shared ongoing GoogleDoc) ○ Personal Health Series: Hormone Olympics & You Cant Embarrass Emily ○ BrainPop: Puberty, Menstrual Cycle (formerly Periods)

<ul style="list-style-type: none"> ● Students will be able to Identify body changes during puberty and proper hygiene practices (e.g., acne). 	<ul style="list-style-type: none"> ● Adolescence <ul style="list-style-type: none"> ○ BrainPOP: Adolescence ● Heredity and Growth <ul style="list-style-type: none"> ○ BrainPoP Heredity ○ Trait Bingo/Family Trait Tree/Inventory of my Traits ○ BrainPOP: Growth ○ Lifestyle & Environment Influences on Growth ● Personal Hygeine <ul style="list-style-type: none"> ○ BrainPOP: Personal Hygiene
<p><u>Unit 6 - Alcohol, Tobacco, and Other Drugs:</u></p> <ul style="list-style-type: none"> ● Students will be able to demonstrate the use of refusal, negotiation, and assertive skills in different situations. ● Students will be able to describe how peers influence healthy and unhealthy behavior choices when it comes to drug, alcohol, or tobacco use. 	<p><u>Unit 6 - Alcohol, Tobacco, and Other Drugs</u></p> <ul style="list-style-type: none"> ● Staying Drug, Alcohol, and Tobacco Free ● Refusal Skills ● Juul - Vaping <ul style="list-style-type: none"> ○ How the JUUL made Nicotine go Viral ● Effects of Drugs and Alcohol on the body ● BrainPOP: Addiction, Smoking, Alcohol, Substance Abuse ● Using Medicine Repsonsibly
<p><u>Unit 7- Personal Safety, Health Services, and Your Community</u></p> <ul style="list-style-type: none"> ● Students will be able to evaluate the impact of personal behavior on the safety of self and others. ● Students will be able to describe the impact social media can have on both their personal and professional lives. ● Students will be able to identify strategies for safe online communication. 	<p><u>Unit 7 - Personal Safety, Health Services, and Your Community</u></p> <ul style="list-style-type: none"> ● Online Safety <ul style="list-style-type: none"> ○ BrainPOP Jr: Internet Safety ● (https://kidshealth.org/classroom/6to8/personal/safety/online_safety.pdf) ● Personal Safety and First Aid for Emergencies <ul style="list-style-type: none"> ○ BrainPop: Concussions,Bicycle Safety,Back to School,Bruises,First Aid, Burns,CPR, ● Bus Safety <ul style="list-style-type: none"> ○ PPT. Worksheet ● Social Media’s Impact on Personal life (8.1.8.D.5) <ul style="list-style-type: none"> ○ Media Messages ● Exploring the Surf ● Trust it or Trash It? ● Research Volunteer Opportunities
<p>Assessments:</p>	
<ul style="list-style-type: none"> ● Human Relations Media - Pre and Post assessments (True or False) for each topic/video (“<i>Body Image Blues</i>”, “<i>I was Cyberbullied</i>”, “<i>Tolerance: Responding to Differences</i>”, “<i>I Was Cyberbullied</i>”, “<i>Cliques: Where Do You Fit In?</i>”, “<i>Coping with an Emotional Crisis</i>”, “<i>Not Enough Time: Managing Friends, Schoolwork and Activities</i>”, and “<i>Your Reputation: Enhancing It, Repairing It</i>”) ● Benchmark: List 7 dimensions of wellness, number the steps of the decision-making process, accountable talk, role playing, shared and independent reading and writing assignments 	

- **Formative:** Teacher monitoring activities, self-assessment, peer-assessment (worksheet, quizzes, projects)
- **Summative:** Written Assessment, brain pop, post assesemnt
- **Alternative:** Options may include surveys, venn diagrams, persuasive letters, comic strips, or other teacher created assignments

Examples of other specific assessments: Health Triangle Project, My Character Project (PPT.), Stereotyping Video Project (Green Screen-Touchcast App), Decision-Making Scenarios (Group work), Reputation Poster, etc.

Integrated accomodations and modifications for the following students:

- Special Education
- ELL
- At Risk
- Gifted and Talented
- 504

[Differentiation Strategies for Special Education Students: Health](#)

[Differentiation Strategies for ELL Students: Health](#)

[Differentiation Strategies for At Risk Students: Health](#)

[Differentiation Strategies for G&T Students: Health](#)

[Differentiation Strategies for 504 Students: Health](#)

Resources:

Teacher Resource Links Below:

- [Kids Health | 6-8 Personal Health Series - Teacher's Guides](#)
- [Brain Pop | Brain Pop Activities linked to NJ Health Standards](#)
- [Teaching Sexual Health: Lesson Plans, Interactive Tools, Videos, Presentations, Kahoots and more](#)
- [The Health Teacher: Valid Resources for the Next Generation](#)
- [The American School Health Association](#)
- [Shape America](#)
- [Share my Lesson](#)
- [P&G School Programs](#)
- [Generation Rx](#)
- [Dove: Self-Esteem Project](#)

Grade 7										
Weeks	1	2	3	4	5	6	7	8	9	10
Unit 1: Body Systems	X	X	X	X	X					
Unit 2: Care and Maintenance of our Body Systems						X	X	X		
Unit 3: Detours and Roadblocks									X	X

1. Body Systems

- a. Skeletal
- b. Muscular
- c. Circulatory
- d. Respiratory
- e. Nervous
- f. Digestive and Excretory
- g. Endocrine
- h. Reproductive
- i. Integumentary (Eye, Ear and Skin)

2. Care and Maintenance of our Body Systems

- a. Keeping Body Systems at Peak Performance
- b. Technology's Effect on Our Physical Self
- c. How to Navigate Reliable Resources to Find Credible Age Appropriate Information
- d. Reasons to Practice Abstinence and Postpone Sexual Activity
- e. Compare and Contrast Contraceptives
- f. Safety and first aid

3. Detours and Roadblocks

- a. Diseases and Conditions - Classification, Prevention and Treatment
- b. Impact of Alcohol, Tobacco, and Other Drugs on the Body Systems

**Wayne Township Public Schools
Grade 7
Health Curriculum Guide**

Content Area/ Grade Level:	Health, 7th Grade
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Time Frame:	1 Marking Period (Approx. 10 Weeks)
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New Jersey Student Learning Standards for Comprehensive Health and Physical Education:

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand A: Personal Growth and Development

Content Statement: Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.

- 2.1.8.A.1 - Assess and apply Health Data to enhance each dimension of personal wellness.
- 2.1.8.A.2 - Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- 2.1.8.A.3 - Relate advances in technology to maintaining and improving personal health.
- 2.1.8.A.4 - Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

Strand B: Nutrition

Content Statement: Eating patterns are influenced by a variety of factors.

- 2.1.8.B.1 -Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8.B.2 - .Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8.B.3 - Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- 2.1.8.B.4 - Analyze the nutritional values of new products and supplements.

Strand C: Diseases and Health Conditions

Content Statement: The prevention and control of diseases and health conditions are affected by many factors.

- 2.1.8.C.1 - Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.

- 2.1.8.C.2 - Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- 2.1.8.C.3 - Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

Strand D: Safety

Content Statement: *Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.*

- 2.1.8.D.1 - Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
- 2.1.8.D.2 - Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
- 2.1.8.D.3 - Analyze the causes and the consequences of noncompliance with the traffic safety system.

Content Statement: *Applying first-aid procedures can minimize injury and save lives.*

- 2.1.8.D.4 - Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

Strand E: Social and Emotional Health

Content Statement: *Social and emotional development impacts all components of wellness.*

- 2.1.8.E.1 - Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

Content Statement: *Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.*

- 2.1.8.E.2 - Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

Content Statement: *Stress management skills impact an individual's ability to cope with different types of emotional situations.*

- 2.1.8.E.3 - Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.8.E.4 - Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand A: Interpersonal Communication

Content Statement: *Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.*

- 2.2.8.A.1 - Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

Content Statement: *Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.*

- 2.2.8.A.2 - Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Strand B: Decision-Making and Goal Setting

Content Statement: *Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.*

- 2.2.8.B.1 - Predict social situations that may require the use of decision-making skills.
- 2.2.8.B.2 - Justify when individual or collaborative decision-making is appropriate.
- 2.2.8.B.3 - Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Strand C: Character Development

Content Statement: *Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.*

- 2.2.8.C.1 - Analyze strategies to enhance character development in individual, group, and team activities.
- 2.2.8.C.2 - Analyze to what extent various cultures have responded effectively to individuals with disabilities.

Content Statement: *Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.*

- 2.2.8.C.3 - Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

Strand D: Advocacy and Service

Content Statement: *Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and*

implementing strategies to motivate others to address the issue.

- 2.2.8.D.1 - Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
- 2.2.8.D.2 - Defend a position on a health or social issue to activate community awareness and responsiveness.

Strand E: Health Service and Information

Content Statement: *Potential solutions to health issues are dependent on health literacy and available resources.*

- 2.2.8.E.1 - Evaluate various health products, services, and resources from different sources, including the Internet.

Content Statement: *Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.*

- 2.2.8.E.2 - Compare and contrast situations that require support from trusted adults or health professionals.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand A: Medicines

Content Statement: *Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.*

- 2.3.8.A.1 - Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
- 2.3.8.A.2 - Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

Strand B: Alcohol, Tobacco, and other Drugs

Content Statement: *There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.*

- 2.3.8.B.1 - Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
- 2.3.8.B.2 - Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
- 2.3.8.B.3 - Analyze the effects of all types of tobacco use on the aging process.
- 2.3.8.B.4 - Compare and contrast smoking laws in New Jersey with other states and countries.

- 2.3.8.B.5 - Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
- 2.3.8.B.6 - Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
- 2.3.8.B.7 - Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
- 2.3.8.B.8 - Analyze health risks associated with injected drug use.

Strand C: Dependency/Addiction and Treatment

Content Statement: *Substance abuse is caused by a variety of factors.*

- 2.3.8.C.1 - Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

Content Statement: *The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.*

- 2.3.8.C.2 - Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand A: Relationships

Content Statement: *The values acquired from family, culture, personal experiences, and friends impact all types of relationships.*

- 2.4.8.A.1 - Predict how changes within a family can impact family members.
- 2.4.8.A.2 - Explain how the family unit impacts character development.
- 2.4.8.A.3 - Explain when the services of professionals are needed to intervene in relationships.
- 2.4.8.A.4 - Differentiate between affection, love, commitment, and sexual attraction.
- 2.4.8.A.5 - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
- 2.4.8.A.6 - Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

Strand B: Sexuality

Content Statement: *Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.*

- 2.4.8.B.1 - Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

Content Statement: *Responsible actions regarding sexual behavior impact the health of oneself and others.*

- 2.4.8.B.2 - Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- 2.4.8.B.3 - Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- 2.4.8.B.4 - Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

Content Statement: *Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.*

- 2.4.8.B.5 - Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

Content Statement: *Early detection strategies assist in the prevention and treatment of illness or disease.*

- 2.4.8.B.6 - Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

Strand C: Pregnancy and Parenting

Content Statement: *Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.*

- 2.4.8.C.1 - Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- 2.4.8.C.2 - Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
- 2.4.8.C.3 - Determine effective strategies and resources to assist with parenting.
- 2.4.8.C.4 - Predict short- and long-term impacts of teen pregnancy.
- 2.4.8.C.5 - Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

New Jersey Core Curriculum Content Standards for 21st Century Skills: Career Ready Practices

CRP1.	Act as a responsible and contributing citizen and employee.
CRP2.	Apply appropriate academic and technical skills
CRP3.	Attend to personal health and financial well-being.
CRP4.	Communicate clearly and effectively and with reason.

CRP5.	Consider the environmental, social and economic impacts of decisions.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity
New Jersey Core Curriculum Content Standards for 21st Century Skills: Financial Literacy	
9.1.8.E.2	Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
9.1.8.E.3	Compare and contrast product facts versus advertising claims.
9.1.8.E.8	Recognize the techniques and effects of deceptive advertising.
New Jersey Core Curriculum Content Standards for 21st Century Skills: Career Awareness, Exploration, and Preparation	
9.2.8.B.1	Research careers within the 16 Career Clusters® and determine attributes of career success.
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.7 E	Evaluate the impact of online activities and social media on employer decisions.
2014 New Jersey Core Curriculum Content Standards: Educational Technology	
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts Companion Standards Grades 6-8	
<p>Anchor Standards for Reading <i>Key Ideas and Details</i> NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>Progress Indicator for Reading Science and Technical Subjects <i>Key Ideas and Details</i></p> <ul style="list-style-type: none"> ● RST.6-8.1. Cite specific textual evidence to support analysis of science and technical texts. <p>Anchor Standards for Reading <i>Integration of Knowledge and Ideas</i> NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>Progress Indicator for Reading Science and Technical Subjects <i>Key Ideas and Details</i></p>	

- [RST.6-8.7](#). Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Anchor Standards for Reading

Range of Reading and Level of Text Complexity

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicator for Reading Science and Technical Subjects

Range of Reading and Level of Text Complexity

- [RH.6-8.10](#). By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progress Indicators for Writing History, Science and Technical Subjects

Text Type and Purposes

- [WHST.6-8.1](#). Write arguments focused on discipline-specific content.
 - F. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - G. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - H. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - I. Establish and maintain a formal/academic style, approach, and form.
 - J. Provide a concluding statement or section that follows from and supports the argument presented.

Anchor Standards for Writing

Production and Distribution of writing

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Progress Indicators for Writing, History, Science and Technical Subjects

Production and Distribution of writing

- [WHST.6-8.6](#). Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Anchor Standards for Writing

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Progress Indicators for Writing, History, Science and Technical Subjects

Research to Build and Present Knowledge

- [WHST.6-8.7](#). Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Anchor Standards for Writing

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Writing, History, Science and Technical Subjects

Range of Writing

- [*WHST.6-8.10.*](#) Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

New Jersey Student Learning Standards for Science

MS-LS1 From Molecules to Organisms: Structures and Processes

MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

Unit Summary:

The aim of the curriculum for the 7th grade focuses in part on the personal health habits appropriate to the changing needs of adolescents through the understanding of the body systems. Students will continue to explore and practice the skills necessary for developing lifelong positive health habits. Although care and maintenance of the body systems remains the mainstay of the curriculum at this level, additional elements are the early identification of health problems and appropriate intervention. Students are always encouraged to discuss personal and health problems with their parents or guardians.

Essential Question(s):

- How does our body function to keep us alive?
- How is a human body organized?
- How do the human body systems work together?
- How do the major organs and systems of the human body keep us alive?
- How do humans grow, develop and stay healthy?
- How does the health of one of my organ systems impact the health of another?
- How are cells the basic unit of structure and function in the human body?
- What types of maintenance does the body systems require?
- How can we make choices to promote a healthy body?
- What can we do to take care of our bodies?
- How do the systems and organs of the human body work together and individually to support life?
- What technology is available today to support the health and maintenance of one's body system?
- What are ways individuals can keep their body at peak performance?
- How can you navigate the internet to find reliable, credible, and age appropriate information?
- How can you demonstrate the ability to access valid health information as well as health promoting products and services?
- What are reasons to practice abstinence and postpone sexual activity?
- Why is abstinence good for my health?

- What are the positives of abstinence?
- What are the best methods for contraception?
- Why is it essential to practice safety in everyday activities?
- What are some possible consequences that could result from breaking and/or ignoring safety guidelines?
- How does an awareness of diseases and conditions that affect body systems influence decision making?
- What impact does alcohol, tobacco, and other drugs have on the body systems?

Enduring Understandings:

- All organ systems of the human body are interdependent upon one another, and have specific purposes to maintain the body.
- Cells are the basic unit of structure & function in all organ systems.
- Interactions between cells, tissues, organs and organ systems are the reason our bodies stay healthy and function normally.
- Disorders and diseases associated with each body system as well as care and maintenance to help prevent these conditions.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes		<i>Check all that apply.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives:

Unit 1 - Body Systems:

- Students will be able to identify 9 body systems, their functions, and their organs.
- Compare and contrast body systems and their interdependencies.
- Describe the process from fertilization to birth.
- Discuss the factors that influence the changes that occur during puberty.

Teaching and Learning Activities:

Unit 1 - Body Systems:

- Skeletal System
 - [zSpace Skeletal System Lesson Plan \(SCMS\)](#)
 - <https://classroom.kidshealth.org/classroom/6to8/body/parts/bones.pdf>
 - <https://kidshealth.org/en/kids/bfs-ssactivity.html>
 - <https://kidshealth.org/en/kids/ssquiz.html>
- Nervous System

- https://classroom.kidshealth.org/classroom/6to8/body/systems/nervous_system.pdf
- <https://kidshealth.org/en/kids/bfs-nsactivity.html>
- <https://kidshealth.org/en/kids/nsquiz.html>
- Digestive System
 - https://classroom.kidshealth.org/classroom/6to8/body/systems/digestive_system.pdf
 - <https://kidshealth.org/en/kids/bfs-dsactivity.html>
 - <https://kidshealth.org/en/kids/dsquiz.html>
 - <https://kidshealth.org/en/kids/bfs-usactivity.html>
 - <https://kidshealth.org/en/kids/usquiz.html>
- Endocrine System
 - <https://classroom.kidshealth.org/classroom/6to8/body/systems/endocrine.pdf>
 - <https://kidshealth.org/en/kids/bfs-esactivity.html>
 - <https://kidshealth.org/en/kids/esquiz.html>
- Circulatory/Cardiovascular System
 - STEAM Room Cardiovascular virtual reality activity - Google Expeditions (SCMS specific)
 - <https://classroom.kidshealth.org/classroom/6to8/body/systems/cardiovascular.pdf>
 - <https://kidshealth.org/en/kids/bfs-csactivity.html>
 - <https://kidshealth.org/en/kids/csquiz.html>
- Muscular System
 - [zSpace: Muscular System Lesson Plan \(SCMS\)](#)
 - <https://classroom.kidshealth.org/classroom/6to8/body/systems/respiratory.pdf>
 - <https://kidshealth.org/en/kids/bfs-msactivity.html>
 - <https://kidshealth.org/en/kids/msquiz.html>
- Reproductive System
 - Female
 - https://classroom.kidshealth.org/classroom/6to8/body/systems/female_reproductive.pdf

- Male
 - https://classroom.kidshealth.org/classroom/6to8/body/systems/male_reproductive.pdf
- Respiratory System
 - <https://kidshealth.org/en/kids/bfs-rsactivity.html>
 - <https://kidshealth.org/en/kids/rsquiz.html>
- Skin
 - <https://kidshealth.org/en/kids/bfs-skinactivity.html>
 - <https://kidshealth.org/en/kids/skinquiz.html>

***Human Relations Media Videos:** “Nervous System,” “Digestion,” “Muscles & Bones,”

***National Geographic Society:** *Circulatory & Respiratory Systems, Muscular & Skeletal Systems, Nervous System, Digestive System, & Reproductive Systems*

***Bill Nye the Science Guy:** *Bones & Muscles, Respiration, Skin, Cells, Digestion, Blood & Circulation, Brain, Communication*

***zSpace Lessons for Schuyler-Colfax Middle School Include:** [Circulatory and Respiratory Systems](#), [Muscular System](#), [Skeletal System](#), [Nervous System](#), [Skin](#) etc. more can be found here

Unit 2 - Care and Maintenance of our Body Systems:

- Be able to explain the appropriate selection and use of healthcare and personal hygiene products.
- Interpret health data to make predictions about wellness and how technology and medical advances impact wellness.
- Identify positive behavior models and understand consequences for inappropriate behavior.
- Evaluate the impact of health behaviors and choices on wellness.

Unit 2 - Care and Maintenance of our Body Systems:

- Keeping Body Systems at Peak Performance
- Technology’s Effect on Our Physical Self
- Media Literacy and Health (How to Navigate Reliable Resources to Find Credible Age Appropriate Information)
 - Impact of marketing techniques (hygiene products, practices, and services)
 - Asses and apply health data
 - [Media Messages](#)
 - [Exploring the Surf](#)
 - Trust it or Trash It?
 - Students will evaluate health products, services,

- Describe the impact of nutrients on the body systems and how healthy eating patterns contribute to wellness.
- Analyze and present health information utilizing valid health resources
- Develop strategies to remain sexually abstinent
- Discuss the potential impact of adolescent sexual activity.
- Compare and contrast methods of contraception.
- Describe the potential impact of injuries on the individual, family and community.
- Describe and demonstrate first aid procedures.
- Discuss safety guidelines as students wait for the bus, approach the bus and board the bus.
- Identify emergency exit plan and how to react in an emergency.
- Analyze pressures to become sexually active and describe the benefits of sexual abstinence.
- Discuss the importance of prenatal, pregnancy and postnatal care.
- Identify the responsibilities of parenthood, including effective parenting strategies and Resources for support.
- Identify hazards and situations that lead to injury.
- Research health and fitness careers including job requirements, preparation, accessibility and services provided.

and resources, from different sources on the internet

- Reasons to Practice Abstinence and Postpone Sexual Activity
- Compare and Contrast Contraceptives
- Safety and first aid

Unit 3 - Detours and Roadblocks:

- Students will understand disease and how to exercise prevention through behaviors
- Analyze public health efforts to prevent and control diseases and health conditions.
- Compare and contrast diseases and conditions including classification, diagnosis and treatment.
- Classify and compare common medicines (OTC and prescription drugs) including safe use and potential side effects

Unit 3 - Detours and Roadblocks:

- Diseases and Conditions - Classification, Prevention and Treatment
- Impact of Alcohol, Tobacco, and Other Drugs on the Body Systems

Human Relations Media Videos:

- *Drugs in 17 Minutes*
- *Everything You Need to Know about Prescription Drugs in 22 Minutes*
- *Alcohol in 17 Minutes*
- *Everything You Need to Know about Substance Abuse in 22 Minutes*
- *Not One More Person: Avoiding HIV*

- Compare and contrast the benefits and dangers of naturally occurring substances.
- Investigate how the use/abuse of alcohol, tobacco and other drugs contributes to illnesses and injuries.
- Compare and contrast the physical and behavioral effects of each classification of drugs.

- *Everything You Need to Know about E-Cigarettes, Vaping, & Hookahs*

Assessments:

- Human Relations Media - **Pre and Post assessments** (True or False) for each topic/video (“*Nervous System,*” “*Digestion,*” “*Muscles and Bones,*” “*Drugs in 17 Minutes,*” “*Alcohol in 17 Minutes,*” “*Not One More Person: Avoiding HIV,*” “*Everything You Need to Know about E-Cigarettes, Vaping, & Hookahs,*” “*Everything You Need to Know about Substance Abuse in 22 Minutes,*” and “*Everything You Need to Know about Prescription Drugs in 22 Minutes*”)”
- **Benchmark:** List 5 body systems and their main function, accountable talk, role playing, shared and independent writing assignments
- **Formative:** Teacher monitoring activities, self-assessment, peer-assessment (worksheet, quizzes, projects), pre-tests
- **Summative:** Written assessments, student presentations for projects, anchor-packet
- **Alternative:** Options may include surveys, venn diagrams, persuasive letters, comic strips, or other teacher created assignments

Examples of specific assessments: abortion debate, nervous system-creative writing, respiratory system simulation project, cardiovascular system project (create labeled diagram of the heart out of clay)

Integrated accommodations and modifications for the following students:

- Special Education/ELL
- At Risk
- Gifted and Talented
- 504

[Differentiation Strategies for Special Education Students: Health](#)

[Differentiation Strategies for ELL Students: Health](#)

[Differentiation ELL Students: Health](#)

[Differentiation Strategies for At Risk Students: Health](#)

[Differentiation Strategies for G&T Students: Health](#)

[Differentiation Strategies for 504 Students: Health](#)

Resources:

Teacher Resource Links Below:

- [Kids Health](#)
- [Brain Pop](#)
- [Khan Academy Human Biology](#)
- [The Health Teacher: Valid Resources for the Next Generation](#)
- [The American School Health Association](#)
- [Shape America](#)
- [Share my Lesson](#)
- [P&G School Programs](#)

- [Generation Rx](#)
- [Dove: Self-Esteem Project](#)
- [Health & Nutrition Resources \(cross-curricular\)](#)
- [ZSPACE: Life Science](#)

Grade 8										
Weeks	1	2	3	4	5	6	7	8	9	10
Unit 1: Living a Healthy Lifestyle	X	X								
Unit 2: Mental and Emotional Health			X	X	X	X				
Unit 3: Maintaining a Healthy Body							X	X		
Unit 4: Alcohol, Tobacco, and Other Drugs									X	X
Weeks	1	2	3	4	5	6	7	8	9	10

1. Living a Healthy Lifestyle

- a. What is Health and Wellness?
- b. Life Cycles
- c. Behavior: Conditioning: Modeling
- d. Your Attitude and Character
- e. Decisions and Goal Setting
- f. Communication

2. Mental and Emotional Health

- a. Managing Stress
- b. Self Esteem/Self Image
- c. Conflict
- a. Teen Depression
- b. Teen Suicide
- c. Eating Disorders
- d. Cutting/Self-Mutilation
- e. Relationships-Stereotyping
- f. Internet Safety & Cyberbullying
- g. Resolving Conflict & Anger Management

3. Maintaining a Healthy Body

- a. Sexually Transmitted Disease
- b. HIV/AIDS
- c. Methods of Contraception
- d. Internal and External Pressures that Influence Sexual Activity
- e. Teen Pregnancy

4. Alcohol, Tobacco, and Other Drugs

- a. Alcohol, Tobacco and Other Drugs (ATOD)
- b. New Drug Trends
- c. Rehabilitation: Treatment and Support

**Wayne Township Public Schools
Grade 8
Health Curriculum Guide**

Content Area/Grade Level:	Health, 8th Grade
Time Frame:	1 Marking Period (Approx. 10 Weeks)
New Jersey Student Learning Standards for Comprehensive Health and Physical Education:	
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<u>Strand A: Personal Growth and Development</u>	
<i>Content Statement: Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</i>	
<ul style="list-style-type: none">● 2.1.8.A.1 - Assess and apply Health Data to enhance each dimension of personal wellness.● 2.1.8.A.2 - Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.● 2.1.8.A.3 - Relate advances in technology to maintaining and improving personal health.● 2.1.8.A.4 - Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	
<u>Strand B: Nutrition</u>	
<i>Content Statement: Eating patterns are influenced by a variety of factors.</i>	
<ul style="list-style-type: none">● 2.1.8.B.1 -Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.● 2.1.8.B.2 - .Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.● 2.1.8.B.3 - Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.● 2.1.8.B.4 - Analyze the nutritional values of new products and supplements.	
<u>Strand C: Diseases and Health Conditions</u>	
<i>Content Statement: The prevention and control of diseases and health conditions are affected by many factors.</i>	
<ul style="list-style-type: none">● 2.1.8.C.1 - Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.	

- 2.1.8.C.2 - Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
- 2.1.8.C.3 - Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

Strand D: Safety

Content Statement: *Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.*

- 2.1.8.D.1 - Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
- 2.1.8.D.2 - Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
- 2.1.8.D.3 - Analyze the causes and the consequences of noncompliance with the traffic safety system.

Content Statement: *Applying first-aid procedures can minimize injury and save lives.*

- 2.1.8.D.4 - Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

Strand E: Social and Emotional Health

Content Statement: *Social and emotional development impacts all components of wellness.*

- 2.1.8.E.1 - Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

Content Statement: *Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.*

- 2.1.8.E.2 - Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

Content Statement: *Stress management skills impact an individual's ability to cope with different types of emotional situations.*

- 2.1.8.E.3 - Explain how culture influences the ways families and groups cope with crisis and change.
- 2.1.8.E.4 - Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand A: Interpersonal Communication

Content Statement: *Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.*

- 2.2.8.A.1 - Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

Content Statement: *Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.*

- 2.2.8.A.2 - Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Strand B: Decision-Making and Goal Setting

Content Statement: *Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.*

- 2.2.8.B.1 - Predict social situations that may require the use of decision-making skills.
- 2.2.8.B.2 - Justify when individual or collaborative decision-making is appropriate.
- 2.2.8.B.3 - Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Strand C: Character Development

Content Statement: *Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.*

- 2.2.8.C.1 - Analyze strategies to enhance character development in individual, group, and team activities.
- 2.2.8.C.2 - Analyze to what extent various cultures have responded effectively to individuals with disabilities.

Content Statement: *Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.*

- 2.2.8.C.3 - Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

Strand D: Advocacy and Service

Content Statement: *Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.*

- 2.2.8.D.1 - Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
- 2.2.8.D.2 - Defend a position on a health or social issue to activate community awareness and responsiveness.

Strand E: Health Service and Information

Content Statement: *Potential solutions to health issues are dependent on health literacy and available resources.*

- 2.2.8.E.1 - Evaluate various health products, services, and resources from different sources, including the Internet.

Content Statement: *Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.*

- 2.2.8.E.2 - Compare and contrast situations that require support from trusted adults or health professionals.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand A: Medicines

Content Statement: *Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.*

- 2.3.8.A.1 - Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
- 2.3.8.A.2 - Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

Strand B: Alcohol, Tobacco, and other Drugs

Content Statement: *There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.*

- 2.3.8.B.1 - Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
- 2.3.8.B.2 - Predict the legal and financial consequences of the use, sale, and possession of illegal substances.

- 2.3.8.B.3 - Analyze the effects of all types of tobacco use on the aging process.
- 2.3.8.B.4 - Compare and contrast smoking laws in New Jersey with other states and countries.
- 2.3.8.B.5 - Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
- 2.3.8.B.6 - Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
- 2.3.8.B.7 - Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
- 2.3.8.B.8 - Analyze health risks associated with injected drug use.

Strand C: Dependency/Addiction and Treatment

Content Statement: *Substance abuse is caused by a variety of factors.*

- 2.3.8.C.1 - Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

Content Statement: *The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.*

- 2.3.8.C.2 - Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand A: Relationships

Content Statement: *The values acquired from family, culture, personal experiences, and friends impact all types of relationships.*

- 2.4.8.A.1 - Predict how changes within a family can impact family members.
- 2.4.8.A.2 - Explain how the family unit impacts character development.
- 2.4.8.A.3 - Explain when the services of professionals are needed to intervene in relationships.
- 2.4.8.A.4 - Differentiate between affection, love, commitment, and sexual attraction.
- 2.4.8.A.5 - Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
- 2.4.8.A.6 - Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

Strand B: Sexuality

Content Statement: *Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.*

- 2.4.8.B.1 - Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

Content Statement: *Responsible actions regarding sexual behavior impact the health of oneself and others.*

- 2.4.8.B.2 - Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- 2.4.8.B.3 - Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- 2.4.8.B.4 - Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

Content Statement: *Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.*

- 2.4.8.B.5 - Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

Content Statement: *Early detection strategies assist in the prevention and treatment of illness or disease.*

- 2.4.8.B.6 - Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

Strand C: Pregnancy and Parenting

Content Statement: *Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.*

- 2.4.8.C.1 - Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- 2.4.8.C.2 - Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
- 2.4.8.C.3 - Determine effective strategies and resources to assist with parenting.
- 2.4.8.C.4 - Predict short- and long-term impacts of teen pregnancy.
- 2.4.8.C.5 - Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

New Jersey Core Curriculum Content Standards for 21st Century Skills: Career Ready Practices

CRP1.

Act as a responsible and contributing citizen and employee.

CRP3.	Attend to personal health and financial well-being.
CRP4.	Communicate clearly and effectively and with reason.
CRP5.	Consider the environmental, social and economic impacts of decisions.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity

New Jersey Core Curriculum Content Standards for 21st Century Skills: Financial Literacy

9.1.8.B.7	Construct a budget to save for long-term, short-term, and charitable goals.
9.1.8.D.1	Determine how saving contributes to financial well-being.
9.1.8.E.2	Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
9.1.8.E.3	Compare and contrast product facts versus advertising claims.
9.1.8.E.8	Recognize the techniques and effects of deceptive advertising.

New Jersey Core Curriculum Content Standards for 21st Century Skills: Career Awareness, Exploration, and Preparation

9.2.8.B.1	Research careers within the 16 Career Clusters® and determine attributes of career success.
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
9.2.8.B.7 E	Evaluate the impact of online activities and social media on employer decisions.

2014 New Jersey Core Curriculum Content Standards: Educational Technology

8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
8.1.8.D.4	Assess the credibility and accuracy of digital content.
8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Interdisciplinary Standards: New Jersey Learning Standards for English Language Arts Companion Standards Grades 6-8

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Progress Indicator for Reading Science and Technical Subjects

Key Ideas and Details

- [RST.6-8.1](#). Cite specific textual evidence to support analysis of science and technical texts.

Anchor Standards for Reading

Integration of Knowledge and Ideas

NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Progress Indicator for Reading Science and Technical Subjects

Key Ideas and Details

- [RST.6-8.7](#). Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Anchor Standards for Reading

Range of Reading and Level of Text Complexity

NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Progress Indicator for Reading Science and Technical Subjects

Range of Reading and Level of Text Complexity

- [RH.6-8.10](#). By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Anchor Standards for Writing

Text Types and Purposes

NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progress Indicators for Writing History, Science and Technical Subjects

Text Type and Purposes

- [WHST.6-8.1](#). Write arguments focused on discipline-specific content.
 - K. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - L. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - M. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - N. Establish and maintain a formal/academic style, approach, and form.
 - O. Provide a concluding statement or section that follows from and supports the argument presented.

Anchor Standards for Writing

Production and Distribution of writing

NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Progress Indicators for Writing, History, Science and Technical Subjects

Production and Distribution of writing

- [WHST.6-8.6](#). Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Anchor Standards for Writing

Research to Build and Present Knowledge

NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

Progress Indicators for Writing, History, Science and Technical Subjects

Research to Build and Present Knowledge

- [*WHST.6-8.7.*](#) Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Anchor Standards for Writing

Range of Writing

NJLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Writing, History, Science and Technical Subjects

Range of Writing

- [*WHST.6-8.10.*](#) Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

New Jersey Student Learning Standards for Science

MS-LS1 From Molecules to Organisms: Structures and Processes

MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

Unit Summary:

The aim of our 8th grade health curriculum is to have students be able to identify the dangers of drug use, learn about different mental health disorders, know the dangers of sexual activity, and how to maintain a healthy mental lifestyle.

During middle school and into high school students are faced with a variety of different challenges and difficult decisions that can alter the way the rest of their lives turn out. Many times teenagers feel like they are all alone, that no one understands them or what they are going through, and they have no idea where to turn for help. This unit is designed to help students develop positive coping skills and avoid alcohol, tobacco or other drugs as an outlet.

Essential Question(s):

- What are the mental-emotional dimensions of wellness?
- What can be done to strengthen the wellbeing of individuals and families across the lifespan?
- What knowledge is essential to promote healthy self-esteem, a positive attitude, and responsible behavior?
- What skills are essential for the development of strong character?
- What components are necessary for effective decision making skills and the goal setting process?
- Why is stress management important for your mental and emotional health?
- To what extent does stress awareness and management impact wellness?

- To what extent does strong character promote healthy relationships?
- How does stereotyping impact character development?
- How does conflict lead to change?
- What problem-solving strategies can individuals use to manage conflict and change?
- How does conflict influence an individual's decision and actions?
- How can goals for emotional health help to prevent depression and possible suicide?
- What are the health risks, preventions, and treatments associated with eating disorders and addictions?
- How does your weight affect your self-image?
- Is there a difference between self-mutilation and attempted suicide/suicide?
- Is it okay to judge someone?
- How do prevailing stereotypes affect the self-worth of individuals who are labeled by these stereotypes?
- Is sexting a positive or negative action?
- What is your digital footprint?
- What is phishing?
- What information is integral for the management of anger, and the prevention of violence and abuse?
- How does an awareness of the causes of HIV/AIDS reinforce its prevention?
- How will an STI affect your long term goals?
- What internal/external pressures influence sexual activity?
- How does teen pregnancy influence society?
- How can alcohol, tobacco, and other illegal or misused drugs affect my personal health and wellness?
- How do friends influence my choice to use or not use alcohol, tobacco, prescription, or illegal drugs?
- What services and/or resources are available for assistance and treatment of drug abuse?

Enduring Understandings:

- Be able to make knowledgeable decisions regarding Alcohol, Tobacco, and Other Drugs
- Know signs, causes and ways to get help for a variety of different mental health disorders
- Different forms of contraception used to prevent teen pregnancy and the spread of STI's
- Different strategies on how to improve your mental health.

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes		<i>Check all that apply.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration

Student Learning Targets/Objectives:**Unit 1 - Living a Healthy Lifestyle:**

- Students will learn a variety of ways to improve their mental health by developing coping skills, making informed decisions, setting goals, stress management and developing a positive attitude.
- Demonstrate the ability to use decision-making skills to enhance overall health.

Teaching and Learning Activities:**Unit 1 - Living a Healthy Lifestyle:**

- Health and Wellness
 - Technology - The role is plays in maintaining and improving personal health
 - Available Apps
 - Nutrition - Explore healthy ways to lose, gain, & maintain weight
 - Fad Diets
 - Design a weekly nutritional plan for family
 - Analyze the nutritional values of new products and supplements
- Human Life Cycle
 - [Life Cycle Video](#)
 - Human Life Cycle Infomercials (groups) - “sell” your stage as the best life cycle stage.
 - Decision-Making
 - Drug/Alcohol Scenarios
 - Decisions Now Affect Your Future
 - Writing Prompt
 - Goal-Setting
 - Set S.M.A.R.T Goals (short and long-term)
 - Create Action Plans for Career Goals
- Behavior: Conditioning: Modeling
 - Monkey See, Monkey Do
- Your Attitude, Your Character
 - What/Who Impacts Your Character Development?
 - Character traits passed from parent to child
 - Come up with strategies to enhance your character individually and in group activities
 - Empathy, Individuals with disabilities
 - Rules and Regulations: Hypothesize reasons for personal and group adherence/lack of adherence in different settings (school, home, sports, community, worldwide etc.)
- Communication

	<ul style="list-style-type: none"> ○ Verbal and non-verbal communication Strategies <ul style="list-style-type: none"> ■ Telephone, Charades, Pictionary, Telephone-Pictionary, group cup-stacking (with rubberbands)
<p><u>Unit 2 - Mental and Emotional Health:</u></p> <ul style="list-style-type: none"> ● Students will learn causes, signs, dangers and ways to get help for a number of different mental health disorders such as depression, suicide, eating disorders, self harm, etc. 	<p><u>Unit 2 - Mental and Emotional Health:</u></p> <ul style="list-style-type: none"> ● Managing Stress <ul style="list-style-type: none"> ○ Cup-Stacking ● Self-Esteem/Self Image <ul style="list-style-type: none"> ○ Confront Comparisons ○ Media Messages - analyzing influences on appearance and ideals ● Conflict <ul style="list-style-type: none"> ○ How to resolve conflict effectively ● Relationships <ul style="list-style-type: none"> ○ Healthy vs. Unhealthy Relationships ○ Raise a Red Flag & Relationship Bill of Rights ○ Role Play - Effective strategies to end unhealthy relationships ○ Differentiate affection, love, commitment, & sexual attraction ● Stereotyping <ul style="list-style-type: none"> ○ Youtube: The Road Back <ul style="list-style-type: none"> ■ List warning signs and causes of depression and suicide in each main character ● Teen Depression <ul style="list-style-type: none"> ○ <i>Human Relations Media: Teen Depression: Signs, Symptoms, and Getting Help</i> ○ Kidshealth: Depression ○ “Letter from Sally” - respond to letter and offer advice ● Understanding Self-Injury <ul style="list-style-type: none"> ○ Cutting/Self-Mutilation, punching wall, pulling hair, burning, eating or drinking chemicals <ul style="list-style-type: none"> ■ Myth Buster Quiz ■ Life Event Discussion (things that could lead to self-harm) ■ On the Edge: Self Harm Lesson Plans ● Teen suicide <ul style="list-style-type: none"> ○ Kidshealth: Suicide ● Eating Disorders <ul style="list-style-type: none"> ○ <i>Human Relations Media: Perfection</i> ○ Kids Health: Obesity ● Internet Safety/Cyberbullying (8.1.8.D.1) <ul style="list-style-type: none"> ○ Kids Health: Online Safety

<p><u>Unit 3 - Maintaining a Healthy Body:</u></p> <ul style="list-style-type: none"> • Students will learn different consequences from sexual activity such as sexually transmitted infections and unplanned pregnancy as well as different internal and external pressures regarding sexual activity, and different forms of contraception. • 	<ul style="list-style-type: none"> • Resolving Conflict and Anger Management <p><u>Unit 3 - Maintaining a Healthy Body:</u></p> <ul style="list-style-type: none"> • Sexually Transmitted Diseases <ul style="list-style-type: none"> ○ Kidshealth: STD's ○ STI Transmission • HIV/AIDS <ul style="list-style-type: none"> ○ <i>Human Relations Media - The Latest About HIV and AIDS: What Every Student Still Needs to Know</i> • Methods of Contraception <ul style="list-style-type: none"> ○ Compare and Contrast • Internal and External Pressures that influence Sexual Activity & Risky Behaviors <ul style="list-style-type: none"> ○ Acceptable Criteria for Safe Dating (groups, limits, age) • https://drive.google.com/drive/folders/1a85QluaCcbLvR7AVhL6xDXgp84SxVRMq • Teen Pregnancy • Slideshow presentation on STI's
<p><u>Unit 4 - Alcohol Tobacco, and Other Drugs:</u></p> <p>Students will understand the effects of substance abuse</p> <ul style="list-style-type: none"> • Students will be able to identify a variety of different drugs/drug categories and the dangerous effects on the user if the drug is taken illegally. 	<p><u>Unit 4 - Alcohol Tobacco, and Other Drugs:</u></p> <ul style="list-style-type: none"> • Alcohol, Tobacco and Other Drugs (ATOD) <ul style="list-style-type: none"> ○ Letter to a Drunk Driver ○ Human Relations Media Videos: <ul style="list-style-type: none"> ■ <i>The Keg Party</i> ■ <i>How Could this Happen?</i> ■ <i>A True Story About Binge Drinking and Death</i> ■ <i>How to Say No and Really Mean It</i> ■ <i>Marijuana Debunked</i> ■ <i>Everything You Need to Know about Prescription Drugs & Over-the-Counter Drugs in 22 Minutes</i> ■ <i>Targeted: How Tobacco and Alcohol Companies Get You Hooked</i> ■ <i>The Opioid Epidemic: How I became a Heroin Addict</i> ○ Stubenville Video <ul style="list-style-type: none"> ■ followed by questions and debate ○ Kidshealth: alcohol ○ kids health drug ○ Kidshealth: Smoking • New Drug Trends <ul style="list-style-type: none"> ○ <i>Human Relations Media Video: Emerging Drugs of Abuse</i>

	<ul style="list-style-type: none"> ○ Vaping <ul style="list-style-type: none"> ■ Vape Lesson Plans ■ <i>Human Relations Media: Vaping: More Dangerous than You Think</i> ● Rehabilitation: Treatment and Support <ul style="list-style-type: none"> ○ Compare and Contrast situations that require support from trusted adults or health professionals ○ Identify local resources and treatment centers
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Assessments:

- Human Relations Media - **Pre and Post assessments** (True or False) for each topic/video (“*Emerging Drugs of Abuse*,” “*How Could this Happen? A True Story About Binge Drinking and Death*,” “*How to Say No and Really Mean It*,” “*The Latest About HIV and AIDS: What Every Student Still Needs to Know*,” *The Myths of Marijuana Debunked*,” “*Everything You Need to Know about Prescription Drugs & Over-the-Counter Drugs in 22 Minutes*,” “*Perfection*,” “*Teen Depression: Signs, Symptoms, and Getting Help*”)
- **Benchmark:** Identify and give a definition of 5 different mental health disorders
- **Formative:** Teacher monitoring activities, class discussion, self-assessment, peer-assessment (worksheet, quizzes, projects),
- **Summative:** Written assessment, Drug Project, debate
- **Alternative:** Options may include surveys, venn diagrams, persuasive letters, comic strips, or other teacher created assignments, Family Health History Inventory

Specific assessments: Drug Project (poster and presentation)

<p>Integrated accommodations and modifications for the following students:</p> <ul style="list-style-type: none"> ● Special Education ● ELL ● At Risk ● Gifted and Talented ● 504 	<ul style="list-style-type: none"> ● Differentiation Strategies for Special Education Students: Health ● Differentiation Strategies for ELL Students: Health ● Differentiation ELL Students: Health ● Differentiation Strategies for At Risk Students: Health ● Differentiation Strategies for G&T Students: Health ● Differentiation Strategies for 504 Students: Health
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Resources:

Teacher Resource Links Below:

- [Generation Rx](#)
- [Dove: Self-Esteem Project](#)
- [Get Smart About Drugs: Emerging Drug Trends](#)
- [Foundation for a Drug Free World: Find out the Truth about Drugs](#)
- [Teaching Sexual Health: Lesson Plans, Interactive Tools, Videos, Presentations, Kahoots and more](#)
- [Kids Health](#)
- [Brain Pop](#)

- [The Health Teacher: Valid Resources for the Next Generation](#)
- [The American School Health Association](#)
- [Shape America](#)
- [Share my Lesson](#)
- [P&G School Programs](#)