

Comprehensive Health Grade 8

Unit: Consequences of Substance Abuse

Overview: In this unit students will explore the long term and short term consequences related to the use of alcohol, tobacco, and other drugs. The social, physical, and legal ramifications of substance abuse will be investigated. Strategies to avoid peer pressure and other factors that influence substance abuse will be addressed.

Time Frame: One Marking Period

Enduring Understandings:

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.

Substance abuse is caused by a variety of factors.

There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Essential Questions:

When does the use of substance cross the line and become abuse?

How does substance abuse affect individuals and communities?

How can help be obtained for someone with substance abuse issues?

What are the short term and long term consequences of substance abuse?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	Topics Consequences of Substance Abuse Objectives Analyze the varying effects of use, misuse, and abuse of over the counter, prescription, and illegal	Students will discuss the prevalence of vaping. Students will respond to the question: Does vaping lead to other substance abuse?(NJSL SL 8.2) Student will read the news article about Teens abusing	Teen Health, Chapters 14-17, pp. 322-404, Glencoe, 2014 Article: Teens abusing household products : https://abcnews.go.com/GMA/OnCall/teen-inhalant-abuse/story?id=10311374	Formative Assessments: <ul style="list-style-type: none"> • Do Now's • Exit Tickets Summative Assessment: Student anti-drug presentations and campaigns to pledge will be evaluated using a rubric:

possession of illegal substances.

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.

drugs have on different individuals.

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.

Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

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.

Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

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

household products: <https://abcnews.go.com/GMA/OnCall/teen-inhaling-abuse/story?id=10311374>

The teacher will lead a class discussion using the following prompts (NJSL SL 8.1)(NJSL 8.2)(NJSL L8.3)(NJSL L8.1)

1. Compare the abuse of OTC, illegal drugs, prescription drugs, or homemade drug.
2. What are some reasons drugs are abused?
3. Do young people think it is acceptable to take OTC, illegal drugs, prescription drugs, etc.?
4. What about prescription and OTC drugs makes their misuse common? Why may some people think they are safe?

Student will explore the website Drugs & Alcohol: <http://teenshealth.org/en/teen/drug-alcohol/> to explore frequently asked questions about peer pressure and substance abuse. (NJSL RI 8.7)(NJSL SL 8.3)

Student will investigate the causes and consequences of addiction in the lesson Cycle of Addiction.

Website: Drugs & Alcohol: <http://teenshealth.org/en/teen/drug-alcohol/>

Lesson: Cycle of Addiction: <http://www.discoveryeducation.com/teachers/free-lesson-plans/cycle-of-addiction.cfm>

Website: Plain Language DrugFacts: <https://www.drugabuse.gov/publications/finder/t/160/DrugFacts>

Alcohol and the Teen Brain: https://youth.be/g2gVzYIBc_g

The Teenage Brain Explained: <https://youth.be/hidurTqlei8>

All You need to Know About Drugs and the Teen Brain: <https://youth.be/6mPiG4udHaA>

Teens Vaping More than Smoking: <https://newsela.com/read/more-teens-vaping/id/38922/>

Newsela: Vaping in Schools:

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h8u2.pdf>

Benchmark Assessment:
Common Formative Assessment

Alternative Assessments:

- Teacher Observation
- Anecdotal Records
- Observations
- Whole Class Discussion
- Peer to Peer Discussions
- Dramatization
- Games/simulations
- Interview/survey
- Reflection Journal
- Daily Writing
- Assignments
- Project Oral Presentation with media/visuals based on research project

Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	http://www.discoveryeducation.com/teachers/free-lesson-plans/cycle-of-addiction.cfm	https://newsela.com/read/teens-juni-raping/id/41937/
Investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs.	Students will research a given drug and develop an anti-drug campaign that includes physical effects – short-term and long-term, Psychological effects – short-term and long-term, Brain effects or treatment, Street names for the drug, and an anti-drug slogan. (NJSL S W 8.7)(NJSL S W 8.8)	EdPuzzle: Alcohol Abuse in Teens: https://edpuzzle.com/media/5748628d4fd2c664541e0dd05
Analyze health risks associated with injected drug use.		Assessment: Rubric: http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h8u2.pdf
Predict the legal and financial consequences of the use, sale, and possession of illegal substances.	Students will investigate and evaluate the factors that influence teens drug and alcohol use. They will develop a Campaign to Pledge in order to combat the factors such as peer pressure, lack of education, accessibility, or boredom. The Pledge should be one that can be implemented in a school/community setting. It must contain an educational piece for the community members and include school district and local/state laws. (NJSL S W8.7)(NJSL S R1 8.7)(NJSL S W8.6)	
Compare and contrast smoking laws in New Jersey with other states and countries.		
Identify the factors, such as peer pressure, that influence teen alcohol/drug use.		
Research school district policy/local/state laws governing drug and alcohol use		

Key Vocabulary:
Medicinal Supplements – Nutritional supplements that include vitamins, minerals, herbs, meal supplements, sports nutrition products and other related products used to boost the nutritional content of the diet.

Adverse – Preventing success or development: harmful: unfavorable.
Peer Pressure – Social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform in order to be accepted.
Cope – To struggle or deal, especially on fairly even terms or with some degree of success.

Integration of 21st Century Standards NJSL 9: 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.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Pre-Teach Vocabulary ● Review concepts periodically ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Using advance organizers ● Brainstorming/webbing ● Modeling ● Employing KWL Chart 	<ul style="list-style-type: none"> ● Learner will work at own pace ● Give shorter assignments/more frequently ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Previewing information/materials ● Provide helpful visual, auditory, and tactile reinforcement of ideas. 	<ul style="list-style-type: none"> ● Teachers may modify instructions by modeling what the student is expected to do ● Use visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Provide extended time ● Previewing information/materials 	<ul style="list-style-type: none"> ● Students will present research to a different audience ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

<ul style="list-style-type: none"> ● Predicting 	<ul style="list-style-type: none"> ● Peer Support ● Provide extended time ● Solidify and refine concepts through repetition. 	<ul style="list-style-type: none"> ● Increase one on one time ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	
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Interdisciplinary Connections:

ELA - NJSL/ELA:

Reading

RI.8.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing:

W.8.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.8.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.8.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening:

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Language:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or

speaking L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Integration of Technology Standards NJSL 8:

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

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.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- 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.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 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.

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.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Comprehensive Health Grade 8

Unit: Culture, Communication, and Community Wellness

Overview: In this unit students will investigate how culture impacts communication and various aspects of wellness. Strategies to support stress management, mental health, and individuals with disabilities will be explored through the lens of different cultures. Ways to prevent and treat injuries will also be covered.

Time Frame: One Marking Period

Enduring Understandings:

Social and emotional development impacts all components of wellness.
 Stress management skills impact an individual's ability to cope with different types of emotional situations.
 The prevention and control of diseases and health conditions are affected by many factors.
 Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.
 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

Essential Questions:

How does culture influence communication?
 How can I recognize and manage stress and stressors?
 How can we create an inclusive community?
 How can injury be avoided?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. 2.2.8.A.2 Demonstrate the use of refusal negotiation	Topics Communication and Culture Stress Management Mental Illness Disabilities	Students will be in heterogeneous, culturally diverse groups (3-4 students). Students will first need to research communication norms of different cultures. Each student will identify and share clips of interpersonal	Teen Health, Chapters 6 & 7, pp.106-148, Glencoe, 2014 Activities: Diversity Activities for Youth and Adults: http://extension.psu.edu/4-h/members/projects-resources/diversity/diversity activities.pdf	Formative Assessments: <ul style="list-style-type: none"> • Do Nows • Exit Tickets • The instructor will observe students as they work in groups and keep a running record of each student's progress and

and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

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.

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.

Objectives

Develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures.

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

Explain how culture influences the ways families and groups cope with crisis and change.

Compare and contrast stress management strategies that are used to address various types of stress-induced issues

Determine the effects that mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them.

Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating

communication (positive and negative) from movies, TV programs, commercials, or appropriate videos from various settings. The groups will choose three clips to discuss. The clips must include people from different cultural backgrounds with at least one clip including a person with a disability.

Students are to analyze the clip and develop a presentation for the class. It must include: 1. The 6 problem solving steps (Recognize the problem, Define the problem to all involved, Determine possible solutions to the problem, Make a decision, Implement the decision that is best for all, Re-evaluate if necessary) 2. Description of how individuals from different cultural backgrounds might respond to the communication due to their cultural and personal beliefs. 3. How can the group include the person with disabilities either in school or in an outside setting? (NJSL SL 8.1)(NJSL SL 8.2)(NJSL W 8.6)(NJSL W 8.7)

Website: Teaching Tolerance: <http://www.tolerance.org/?source=redirect&url=teachintolerance>

Lesson: Stress: <http://classroom.kidshealth.org/classroom/6to8/problem/s/emotions/stress.pdf>

Web Article: 10 Celebrities Who Struggle with Mental Health: <https://healthcare.utah.edu/healthfeed/postings/2017/04/celebs-mental.php>

Dangers of Sexting Video: <https://www.youtube.com/watch?v=SubX15OGdlw>

NJ Sexting Laws: <https://cyberbullying.org/sexting-laws/new-jersey>

11 Facts About Sexting: <https://www.dosomething.org/us/facts/11-facts-about-sexting>

ability to apply unit concepts.

- Questioning during lessons

Summative Assessments:

Student projects will be assessed using a rubric: http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Students will write a narrative story of a self-selected topic that depicts their understanding of stress management.

Benchmark Assessment:
Common Formative Assessment

Alternative Assessments:

- Teacher Observation
- Whole Class Discussion
- Peer to Peer Discussions
- Reflection Journal

disorders, and bipolar disorders) on physical, social, and emotional well-being.

Analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities.

Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

Understand the pressures on young people to send naked pictures (sexts)

Give advice to others to avoid sending a sext

Understand the possible consequences of sending a sext, including the legal consequences

Discuss if girls have a (more) negative experience online

Students will complete the

Cross the Line Activity:

<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h8u4.pdf>
celebrate how diversity enriches communities. (NJSL RI 8.7)

The teacher will lead a discussion about diversity using the following guiding questions:

1. What if everyone looked, acted, spoke the same and had exactly the same interests and talents? Relate it to having the same meal over and over.
2. Why do people make fun of others who are different from them?
3. How does meeting someone different from you make your life better?
4. Name something that you learned by being with someone who was different from you? (NJSL SL 8.1)(NJSL SL 8.2)

Students will identify what a digital footprint is. They will explore lessons about sexting, focusing on the consequences. (NJSL S

SL 8.1)(NJSL S
SL 8.2)(NJSL S RI 8.7)
Sexting Lesson plans:

<https://www.childnet.com/resources/pshetoolkit/sexting>

Enrichment Activities

Listen and discuss the message behind one or more of the following songs: Don't Laugh at Me by Mark Wills, Human by Dione Farris, Everyday People by Sly and the Family Stone, Where is the Love? by Black-Eyed Peas, Beautiful by Christina Aguilera.

Students will explore ways to recognize and manage stressors in the lesson Stress:

<http://classroom.kidshealth.org/classroom/6to8/problem/s/emotions/stress.pdf>

Topics

Community Health Issues and Interventions

Objectives

Defend a position on a health or social issue to activate community awareness and responsiveness.

Role play, mock trial, or debate health and social

In small groups, students will research how to obtain services for their mental/physical wellbeing and determine the effects that mental and physical illnesses may have on an individual's overall wellbeing while interviewing different health professionals. Students will create a blog that includes their findings. (NJSL W8.7)(NJSL W 8.6)(NJSL W 8.8)

Teen Health, Chapter 3, pp. 44-62; Chapter 8, pp. 150-170; Chapter 21, pp. 500-516, Glencoe, 2014

Website: idebate.org:
<https://idebate.org/debatatabase/health>

Formative Assessments:

- Do Nows
- Exit Tickets
- Class discussion
- Observation of participation

Summative Assessments:

Posters, pamphlets, and debate skills will be evaluated first using a rubric:

<http://rubistar.4teachers.org/>

Comprehensive Health

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.

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.

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.

issues within the community that pique awareness and responsiveness.

Describe situations where an adult or professional intervention is necessary and where to find those services.

Compare and contrast situations that require support from trusted adults or health professionals.

Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Students will make a poster or pamphlet to promote the use of medical professionals when needed. It should include at least four reasons one might need to seek assistance and three places they can turn to, a specific message or slogan and be creative and appropriate. (NJSL5 W8.7)

Students will choose a health topic that affects the community and defend a position on the topic in a debate. (see idebate.org; <https://idebate.org/debatabase/health> for possible topics). (NJSL5 RI 8.8)

Students will respond to a journal prompt: *Over 2 million people are hospitalized each year because of injuries. Unintentional injuries are the leading cause of death and disability to children and young adults age 1-34. Why is it important to know CPR and First Aid techniques?* They will pair share their answers and discuss a list of risks that one might take which would lead to injury. The list should be broken into low/medium/high risk.

Topics

Preventing Injury

Treating Injury

Objectives

Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.

index.php?screen=NewRubric§ion_id=1#01

Students will receive a grade for their participation in the debate regarding their chosen health topic.

Alternative Assessments:

- Journal response
- Peer Assessment
- Self-Assessment

Formative Assessments:

- Do Nows
- Exit Tickets
- Class discussion
- Observation of participation

Summative Assessment:

Students will be evaluated based upon their ability to apply the concepts displayed in the Red Cross video and First Aid lessons regarding the application of basic First Aid.

Alternative Assessments:

- Journal response

Video: CPR:

https://www.youtube.com/watch?v=O_49wMpdews

Website: First Aid Training

Resources:
<http://www.sja.org.uk/sja/teaching-resources.aspx>

How the Body Responds to Stress
<http://www.youngdiggers.com.au/flight-or-flight>

First Aid Presentations and Lessons

<http://www.sja.org.uk/sja/schools/a-z-of-all-first-aid-modules.aspx>

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.

The class will discuss the importance of First Aid whether the risk determines the degree of injury? What are ways to prevent these injuries? Groups will develop a poster campaign about safety and decreasing unintentional/intentional risks. (MS-LS1-8)

Students will read about how the body systems work together and help humans survive stressful situations. (MS-LS1-8)

Students will visit stations where they will receive information about how to handle various in basic first aid and life support (CPR) situations.

Students will share what they learned in whole class debriefing session.

Students will then engage in role play situations to demonstrate what they learned.

Students will write a reflection about what was the most challenging about dealing with a medical emergency.

- Peer Assessment
- Self-Assessment

Community – A group of people living in the same place or having a particular characteristic in common.
Stress Management – Methods of controlling factors that require a response or change within a person by identifying the stressors.
Mental Illness – A wide range of mental health conditions that affect your mood, thinking and behavior.
Disability – A physical or mental condition that limits a person’s movements, senses, or activities.
Intervention – The action or process of intervening.

Integration of 21st Century Standards NJSL 9: 9.2.8.B.3

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<ul style="list-style-type: none"> ● Speak and display terminology ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Using advance organizers ● Brainstorming/webbing ● Modeling ● Employing KWL Chart ● Predicting ● Pre-Teach Vocabulary 	<ul style="list-style-type: none"> ● Learner will work at own pace ● Give shorter assignments/more frequently ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Previewing information/materials ● Provide helpful visual, auditory, and tactile reinforcement of ideas. 	<ul style="list-style-type: none"> ● Previewing information/materials ● Use visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format ● Peer Support ● Provide extended time ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected 	<ul style="list-style-type: none"> ● Real world scenarios ● Students will present research to a different audience ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Student Driven Instruction

<ul style="list-style-type: none"> • Pre-Teaching or Reviewing 	<ul style="list-style-type: none"> • Peer Support • Provide extended time • Solidify and refine concepts through repetition. 	<ul style="list-style-type: none"> • to do • Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. • Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	
<p>Interdisciplinary Connections: ELA - NJSL/ELA:</p>			
<p>Reading RI.8.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.8.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>			
<p>Writing: W.8.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W.8.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.8.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>			
<p>Speaking and Listening: SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>			
<p>Language: L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>			
<p>Science: 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</p>			
<p>Integration of Technology Standards NJSL 8:</p>			

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- 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.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 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.

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.
- CRP6.** Demonstrate creativity and innovation.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Comprehensive Health

Grade 8

Unit: Relationships, Sexual Health, and Pregnancy

Overview: In this unit students will demonstrate through role play different scenarios which would portray healthy dating situations and the proper strategies to end unhealthy relationships. Topics relating to sexual health including behaviors the may place adolescents at a greater risk for HIV/AIDS, STIs and unintended pregnancy, sexual identity, gender roles, and sexual orientation will be explored. Additionally, the impact of pregnancy, labor, and childbirth on one's physical, social, and emotional state will be analyzed.

Time Frame: One Marking Period

Enduring Understandings:

The values acquired from family, culture, personal experiences, and friends impact all types of relationships.
 Responsible actions regarding sexual behavior impact the health of oneself and others.
 The prevention and control of diseases and health conditions are affected by many factors.
 Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
 Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

Essential Questions:

What can I do if I am in an unhealthy relationship?
 How do my personal decisions affect others?
 How do stereotypes impact discussions and understanding about sexuality?
 How do pregnancy, labor, childbirth, and parenting affect overall wellness and health?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.1 & E.1 Analyze how personal assets, resiliency, and protective factors: protective factors support healthy social and emotional health.	Topics Healthy Relationships Sexual Health	Students will complete the activity Raise a Red Flag: http://classroom.kidshealth.org/classroom/6to8/persona/growing/healthy_relations_handout1.pdf to identify concerning behaviors in relationships.	Teen Health, Chapter 1 & 2, pp. 2-40, Glencoe, 2014 Activity: Raise a Red Flag: http://classroom.kidshealth.org/classroom/6to8/persona/growing/healthy_relations_handout1.pdf	Formative Assessments: <ul style="list-style-type: none"> • Do Nows • Exit Tickets • Questioning during lessons
	Objectives	http://classroom.kidshealth.org/classroom/6to8/persona/growing/healthy_relations_handout1.pdf	Summative Assessments:	

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

Demonstrate through role play different scenarios which would portray healthy dating situations and the proper strategies to end unhealthy relationships.

Students will be in heterogeneous groups (3-4 students) and will be asked to brainstorm different scenarios (both positive and negative) that may occur when dating. The group will develop a list of unhealthy situations/behaviors (anger, temper, control, etc.) that may be a red flag in the dating relationship. (NJSL S SL 8.1)

Websites: Sexual Health: <http://teenshealth.org/en/teen/sexual-health/>
Teen Pregnancy Video: <https://youtu.be/yYoyBdtGwx4>

Relationship role playing, student created scenarios, and PSAs will be assessed using a rubric: http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

The group will develop one scenario of an unhealthy relationship and demonstrate safe ways (negotiation, refusal skills) to end the relationship. A second scenario will include friends and family of the individual who is in the unhealthy relationship and the important role they can play in the ending of the relationship. (NJSL S SL 8.1)

Teen Pregnancy Article: <http://americampregnancy.org/unplanned-pregnancy/teen-pregnancy-issues-challenges/>

Benchmark Assessment:
Common Formative Assessment

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.

Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.

STI Video: What is an STI? <https://youtu.be/lnXtPZOaZM>

STI Video: What is an STI? <https://youtu.be/lnXtPZOaZM>

Alternative Assessments:

- Peer to Peer Discussions

2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Determine how certain behaviors may place adolescents at a greater risk for HIV/AIDS, STIs and unintended pregnancy.

STD and STD symptoms Video: <https://youtu.be/XcPCY83FvK>

TEDX STI: Herpes https://youtu.be/VcEl_hcrlLI

- Reflection Journal
- Portfolios

2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.

Evaluate and demonstrate the impact of effective refusal skills to avoid peer pressure and to make healthy decisions.

Students will explore the website Sexual Health: <http://teenshealth.org/en/teen/sexual-health/> to explore common questions adolescents have about their bodies, birth control and

Newsela: The Human Reproductive System

2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.

Demonstrate sensitivity and respect when discussing topics regarding sexual identity, gender roles, and sexual orientation.

Newsela: The Human Reproductive System

Newsela: The Human Reproductive System

Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

STDs. (NJSL S W 8.6)(NJSL S RI 8.7)(NJSL S W8.8)

<https://newsela.com/read/tlb-anatomy-reproductive-system/id/38213/>

Research and evaluate different professional intervention services available to young adults about relationships, sexual orientation, sexually transmitted diseases and reproductive health.

Explain when the services of professionals are needed to intervene in relationships.

In class, the teacher and students will develop a chart regarding different scenarios (drinking, drugs, peer pressure, etc.) and decision making skills. They will discuss the impact each scenario may play on decisions about becoming sexually active. The class will complete the chart together. (NJSL S W8.6)

Explainer: What is the Placenta
<https://newsela.com/read/tlb-convo-what-is-placenta/id/28338/>

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.

Students will develop a scenario in which one feels pressure to become sexually active. The scenarios can include any level sexual activity. The student should demonstrate positive, effective refusal skills and explain the implication of the behavior on the risk of STIs and unintended pregnancies. (NJSL S L 8.1)(NJSL S SL 8.2)(NJSL S L 8.1)(NJSL S L 8.3)

Teacher and students will brainstorm on the topic of sexual health and research available professional intervention services. The

topics of relationships, sexual orientation, sexually transmitted infections, and reproductive health should be addressed. (NJSL S L 8.1)

Students will develop a chart or paper that describes different professional intervention services that one may be in need of when discussing sexual health. In small groups, students will choose one resource to research and develop a Public Service Announcement (PSA) on the services and importance of service. (NJSL S W 8.6)(NJSL S W 8.7)(6.2.12.D.5)

Topics

Students will view a PowerPoint and turn and talk about the Stages of Fetal Development: http://familyconsumersciences.com/wp-content/uploads/Fetal_Development1.ppt (NJSL S RI 8.7)

Teen Health, Chapter 11, pp. 240-244, Glencoe, 2014

PowerPoint: Stages of Fetal Development: http://familyconsumersciences.com/wp-content/uploads/Fetal_Development1.ppt

- Formative Assessments:**
- Do Nows
 - Exit Tickets
 - Turn and Talk

Objectives

Describe the symptoms of pregnancy and how one would determine if they are pregnant.

http://familyconsumersciences.com/wp-content/uploads/Fetal_Development1.ppt (NJSL S RI 8.7)

http://familyconsumersciences.com/wp-content/uploads/Fetal_Development1.ppt

Summative Assessments:
Timelines will be evaluated using a rubric: http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Explain the stages of pregnancy, including the physical, social, and emotional changes that occur at each stage.

In groups, students will develop a timeline of what occurs before the birth of a child using the research they gathered. Through this

Reflection will be graded for effort as well as relevance of information

Comprehensive Health

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.

2.4.8.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.

21st Century Skills
CRP3. Attend to personal health and financial well-being.

Describe the stages of labor and childbirth as well as the post-partum period.

Determine effective strategies and resources to assist with parenting.

Discuss the challenges faced by teen parents.

research they will also

collect information on how it may impact one's

wellness. When presenting the timeline to the class the

students will discuss how

these stages can impact

one's physical, social, and

emotional state. (NJSL

W8.7)(MS-LS1-3)(NJSL

W 8.6)(NJSL W8.8)

Students will write a

reflection in first person,

imagining they are a teen

parent. They must include

how they feel in addition to

specific challenges they

may face.

Alternative Assessment:

- Conferencing
- Homework Assignments
- Daily Writing
- Assignments

Key Vocabulary:

Sexual Identity – How one thinks of oneself in terms of to whom one is romantically or sexually attracted

Gender Roles – The role or behavior learned by a person as appropriate to their gender, determined by the prevailing cultural norms.

Sexual Orientation - Who you're attracted to and who you feel drawn to romantically, emotionally, and sexually.

Labor – The process of childbirth.

Childbirth – The action of giving birth to a child.

Integration of 21st Century Standards NJSL 9:

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.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> • Students will share information about families in their culture • Speak and display terminology • Family planning books in student’s native languages • Teacher modeling • Peer modeling • Develop and post routines • Label classroom materials • Word walls • Using advance organizers • Brainstorming/webbing 	<ul style="list-style-type: none"> • Employ individual, paired, or small group projects or activities • Allow take home tests • Utilize modifications & accommodations delineated in the student’s IEP • Work with paraprofessional • Previewing information/materials • Provide helpful visual, 	<ul style="list-style-type: none"> • Use visual demonstrations, illustrations, and models • Give directions/instructions verbally and in simple written format. • Allow take home tests • Peer Support • Provide extended time • Previewing information/materials • Increase one on one time • Teachers may modify instructions by modeling what the student is expected 	<ul style="list-style-type: none"> • Students will present research to a different audience • Curriculum compacting • Inquiry-based instruction • Independent study • Higher order thinking skills • Adjusting the pace of lessons • Interest based content • Real world scenarios • Student Driven Instruction

<ul style="list-style-type: none"> Modeling Employing KWL Chart Predicting Pre-Teach Vocabulary Pre-Teaching or Reviewing Allow take-home tests 	<p>auditory, and tactile reinforcement of ideas.</p> <ul style="list-style-type: none"> Peer Support Provide extended time Solidify and refine concepts through repetition. Learner will work at own pace 	<p>to do</p> <ul style="list-style-type: none"> Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. Review behavior expectations and make adjustments for personal space or other behaviors as needed. 	
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Interdisciplinary Connections:

ELA - NJSL/ELA:

Reading

- RI.8.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.8.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Writing:

- W.8.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- W.8.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.8.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening:

- SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.8.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- SL.8.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language:

- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Science:

MS-LS1-3. Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells

Integration of Technology Standards NJSL 8:

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 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.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- 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.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 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.

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.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Comprehensive Health

Grade 8

Unit: Wellness Interventions and Individualized Nutrition

Overview: In this unit students will investigate how their personal choices affect their wellness now and in the future. The need for professional interventions for wellness will be identified and evaluated. Students will analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. They will determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors tailored to their specific needs.

Time Frame: One Marking Period

Enduring Understandings:

Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
 The prevention and control of diseases and health conditions are affected by many factors.
 Eating patterns are influenced by a variety of factors.
 Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Essential Questions:

How do my choices affect my overall wellness now and in the future?
 How do I develop and support personal health goals?
 When is professional help necessary to support wellness?
 How are my nutritional needs different than the needs of others?
 How can technology be used to support nutrition and wellness?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Comprehensive Health 2.1.3.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on</p>	<p>Topics Wellness Interventions</p> <p>Objectives Predict social situations that may require the use of decision-making skills.</p>	<p>Student will write a letter of advice to a younger person, either a sibling or a seventh grader giving them solid advice about social situations that will require decision making skills (peer pressure). They will cite</p>	<p>Teen Health, Chapters 5 & 6, pp. 84-124; Chapter 10, pp. 202-222, Glencoe, 2014</p> <p>Lesson: How Does Physical Activity Help Our Mental Health? https://www.healthyaetiveki</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Exit Tickets • Discussions • Questioning during lessons <p>Summative Assessments:</p>

physical, social, and emotional well-being.

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.

2.2.8. B.1 Predict social situations that may require the use of decision-making skills.

Evaluate and demonstrate the impact of effective decision-making skills to increase healthy lifestyle choices and wellness throughout their lifetime.

Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Evaluate methods to justify professional intervention for different mental illnesses, physical disabilities, or emotional distress.

Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.

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.

facts, signs and symptoms of abuse/addiction, and consequences of bad decisions that were discussed in class. The letter should be one to two pages. (NJSL S W 7.7)

Students will investigate the link between mental health and physical activity in the lesson How Does Physical Activity Help Our Mental Health?:

<https://www.healthyaactivekids.com.au/teachers/tasmani/unit-3-mental-health-wellbeing/lesson-8-physical-activity-help-mental-health/> (NJSL S W 8.8)(NJSL S RI 8.7)

Students will research how to obtain services for their mental/physical wellbeing through interviewing different health professionals or visiting informational websites of health professionals.

Information gathered will be presented (PowerPoint, PSA, pamphlet, display board, radio address or infomercial). Students will also include how to recognize when someone needs assistance. (NJSL S

[ds.com.au/teachers/tasmani/unit-3-mental-health-wellbeing/lesson-8-physical-activity-help-mental-health/](https://www.healthyaactivekids.com.au/teachers/tasmani/unit-3-mental-health-wellbeing/lesson-8-physical-activity-help-mental-health/)

Lesson: Investigating Ways to Access Community Resources:
<https://www.healthyaactivekids.com.au/teachers/tasmani/unit-3-mental-health-wellbeing/lesson-2-investigating-ways-access-community-resources/>

Assessment: Rubric
<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h8u1.pdf>

Letters will be assessed using a rubric:
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Research and presentations about mental and physical well being will be assessed using a rubric:
http://rubistar.4teachers.org/index.php?screen=NewRubric§ion_id=1#01

Benchmark Assessment:
Common Formative Assessment

- Alternate Assessment:**
- Whole Class Discussion
 - Peer to Peer Discussions
 - Reflection Journal Portfolios

<u>Comprehensive Health</u>		
<p>2.1.8. A.1 Assess and apply Health Data to enhance each dimension of personal wellness.</p>	<p>Topics</p> <p>Individualized Nutrition</p> <p>Technology and Nutrition</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Do Nows • Exit Tickets • Discussions • Questioning during lessons
<p>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.</p>	<p>Objectives</p> <p>Research (and design) a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements.</p>	<p>Summative Assessment:</p> <p>Students meal plans and report will be assessed using a rubric:</p> <p>http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01</p>
<p>2.1.8. B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p>	<p>Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</p>	<p>Students research paper will be assessed using a rubric.</p> <p>http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01</p>
<p>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.</p>	<p>Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</p>	<p>Alternative Assessment:</p> <ul style="list-style-type: none"> • Conferencing • Homework Assignments • Daily Writing • Assignments
<p>2.2.8. E. Evaluate various health products, services, and resources from</p>	<p>Analyze the nutritional values of new products and supplements.</p>	<p>Teen Nutrition: 5 Food Groups Video:</p> <p>https://youtu.be/PDx4C7icFbl</p>

different sources, including the Internet.
2.1.8. A.1 Assess and apply Health Data to enhance each dimension of personal wellness.

Examine different methods to utilize a technological application to track and evaluate one's basal metabolic rate.

Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

gaps in nutrition. (NJSL S W8.7)(NJSL S W 8.6)

Students will analyze the role the media play in nutrition during the lesson

Media and the Community:
<https://www.healthyactivekids.com.au/teachers/tasmani-a/unit-1-food-nutrition/lesson-10-media-community/> (6.2.12.D.5.c)

Students will develop a meal that will include the five food groups. The student's meal should consist of foods eaten in their home with an explanation of the cultural or ethnic food choices. Students will then track their food plan and how these foods may or may not affect their basal metabolic rate.

Students will write an in-depth research based paper describing the ways one can determine their basal metabolic rate. The paper should include an analysis of at least two ways one can determine basal metabolic rate, a description of how one can improve their metabolic rate, and a

Teen Nutrition Video:

Eating Out
<https://www.youtube.com/watch?v=cINHMOLLur4>

How The Food You Eat Affects Your Brain Video:
<https://youtu.be/xyQY8a-ng6g>

A Day in the Life: Teen Food Choices

<https://www.youtube.com/watch?v=5imsDY9war4>

Assessment: Rubric:
<http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h8u1.pdf>

description of why this information is important to each individual. (NJSLs W8.7)(NJSLs W8.8)

Key Vocabulary:

Wellness – The state of being in good health, especially as an actively pursued goal.

Intervention – Action taken to improve a situation, especially a medical disorder.

Public Health – the health of the population as a whole, especially as monitored, regulated, and promoted by the state.

Mental Illness – refers to a wide range of mental health conditions that affect your mood, thinking and behavior.

Nutrition – The process of providing or obtaining the food necessary for health and growth.

Metabolism – the chemical processes that occur within a living organism in order to maintain life.

Integration of 21st Century Standards NJSLs 9:

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.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Using advance organizers ● Brainstorming/webbing ● Speak and display terminology ● Teacher modeling 	<ul style="list-style-type: none"> ● Solidify and refine concepts through repetition. ● Learner will work at own pace ● Utilize modifications & 	<ul style="list-style-type: none"> ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations 	<ul style="list-style-type: none"> ● Independent research can be extended outside of class ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content

- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Modeling
- Employing KWL Chart
- Predicting
- Pre-Teach Vocabulary
- Pre-Teaching or Reviewing
- Allow take-home tests

- accommodations delineated in the student's IEP
- Work with paraprofessional
- Previewing information/materials
- Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Peer Support
- Provide extended time

- and make adjustments for personal space or other behaviors as needed.
- Use visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Provide extended time
- Previewing information/materials
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do

- Real world scenarios
- Student Driven Instruction
- Students will present research to a different audience
- Curriculum compacting
- Inquiry-based instruction

Interdisciplinary Connections:

ELA - NJSL/ELA:

Reading

RI.8.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Writing:

W.8.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.8.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.8.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening:

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Language:

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

Integration of Technology Standards NJSL 8:

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 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.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.
- 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.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 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.

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.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

PACING GUIDE
Health: GRADE 8

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY
<p><u>Consequences of Substance Abuse</u></p> <ul style="list-style-type: none"> - Effects of use, misuse, and abuse of over the counter, prescription, and illegal drugs. - 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. - Consequences of adolescent drug abuse. - Dependency/addiction - How to live a drug free life. - Physical and behavioral effects of commonly abused substances. <p><u>Standards</u></p> <p>2.3.8.B.1 2.3.8.B.2 2.3.8.B.4 2.3.8.B.5</p>	<p><u>Consequences of Substance Abuse</u></p> <ul style="list-style-type: none"> - Situations where the use of alcohol and other drugs influence decision making and can place one in risk. - Effective strategies to stop using alcohol, tobacco, and other drugs, and support the ability to remain drug free. - Consequences of misuse and abuse of alcohol, tobacco, and other drugs. - Health risks associated with injected drug use. - Legal and financial consequences of the use, sale, and possession of illegal substances. - Factors that influence drug/alcohol use. - Research and compare NJ smoking laws with that of other states. <p><u>Standards</u></p> <p>2.3.8.B.1 2.3.8.B.2 2.3.8.B.4 2.3.8.B.5</p>	<p><u>Culture, Communication, and Community Wellness</u></p> <ul style="list-style-type: none"> - Interpersonal communication strategies in various settings and cultures. - How culture influences the ways families and groups cope with crisis and change. - Stress management strategies. - Mental illnesses affect on overall well being - Ways to proactively include peers with disabilities at home, at school, and in community activities. <p><u>Standards</u></p> <p>2.2.8.A.1 2.2.8.A.2 2.2.8.C.1 2.2.8.C.2 2.2.8.C.3</p>	<p><u>Culture, Communication, and Community Wellness</u></p> <ul style="list-style-type: none"> - Positions on a health or social issue to activate community awareness and responsiveness. - Issues involving health and social issues that are present within the community that pique awareness and responsiveness. - Situations where an adult or professional intervention is necessary and where to find services. - Factors that support or hinder the achievement of personal health goals during different life stages <p><u>Standards</u></p> <p>2.2.8.C.1 2.2.8.C.2 2.2.8.C.3 2.2.8.D.1 2.2.8.D.2</p>	<p><u>Culture, Communication, and Community Wellness</u></p> <ul style="list-style-type: none"> - Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others. - Effective personal protection strategies used in public places and what to do when one's safety is compromised. - First-aid procedures, including victim and situation assessment. - Basic Life Support, the care of head trauma, bleeding, wound, burns, fractures, shock, and poisoning. <p><u>Standards</u></p> <p>2.2.8.C.1 2.2.8.C.2 2.2.8.C.3 2.2.8.D.1 2.2.8.D.2</p>

<p>FEBRUARY</p>	<p>MARCH</p>	<p>APRIL</p>	<p>MAY</p>	<p>JUNE</p>
<p>Relationships, Sexual Health, and Pregnancy</p> <ul style="list-style-type: none"> - Healthy dating situations and proper strategies to end unhealthy relationships. - Safe dating situations - Benefits of sexual abstinence - How certain behaviors may place adolescents at a greater risk for HIV/AIDS and unintended pregnancy - Effective refusal skills to avoid peer pressure. - Professional intervention services available to young adults. - When are the services of professionals needed to intervene in relationships <p>Standards</p> <ul style="list-style-type: none"> 2.1.8.E.1 2.2.8.A.2 2.2.8.B.1 2.2.8.B.2 2.2.8.B.3 2.4.8.A.4 2.4.8.A.5 	<p>Relationships, Sexual Health, and Pregnancy</p> <ul style="list-style-type: none"> - Symptoms of pregnancy and how one would determine if they are pregnant - Stages of pregnancy - Stages of labor and childbirth as well as post-partum - Effective strategies and resources to assist with parenting - Challenges of teen parents <p>Standards</p> <ul style="list-style-type: none"> 2.1.8.A.2 2.4.8.C.1 2.4.8.C.2 2.4.8.C.3 2.4.8.C.4 2.4.8.C.5 	<p>Wellness Interventions and Individual Nutrition</p> <ul style="list-style-type: none"> - Situations that may require the use of decision-making skills - Impact of effective decision-making skills to increase healthy lifestyle choices and wellness throughout their lifetime. - Factors that support or hinder the achievement of personal health goals. - Methods to justify professional intervention for different mental illnesses - Local, state, national public health efforts to prevent and control diseases and health conditions <p>Standards</p> <ul style="list-style-type: none"> 2.1.8.C.3 2.2.8.B.2 2.2.8.B.3 2.2.8.B.1 	<p>Wellness Interventions and Individual Nutrition</p> <ul style="list-style-type: none"> - Case study of a meal plan implementing new products or supplements. - How culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. - Design a weekly nutritional plan for families with different lifestyles, resources, special needs and cultural backgrounds. - Nutritional values of new products and supplements. - Different methods to utilize a technological application to track and evaluate one's basal metabolic rate. - Impact of Marketing techniques on Personal hygiene products, practice, and services. - Ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. 	<p>Wellness Interventions and Individual Nutrition</p> <ul style="list-style-type: none"> - Case study of a meal plan implementing new products or supplements. - How culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. - Design a weekly nutritional plan for families with different lifestyles, resources, special needs and cultural backgrounds. - Nutritional values of new products and supplements. - Different methods to utilize a technological application to track and evaluate one's basal metabolic rate. - Impact of Marketing techniques on Personal hygiene products, practice, and services. - Ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

			Standards 2.1.8.A.1 2.1.8.B.1 2.1.8.B.2 2.1.8.A.2 2.2.8.E.1 2.1.8.A.1	Standards 2.1.8.A.1 2.1.8.B.1 2.1.8.B.2 2.1.8.A.2 2.2.8.E.1
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