

Pascack Valley Regional Curriculum Consortium
Hillsdale - Montvale - River Vale - Woodcliff Lake

Office of Curriculum and Instruction

Grade 8 **Health Curriculum**

Unit 1 - Wellness	Unit 2 - Alcohol, Tobacco and Other Drugs	Unit 3 Personal Safety and Sexual Health
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Born on Date: August 2022

Grade 8 Health Unit 1: Wellness

Unit Title: Wellness Grade Level: 8 Pacing: 5 - 7 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.
2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health
2.1.8.CHSS.8	Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
2.2.8.N.2	Identify skills and healthy behaviors that can support adolescents in losing, gaining and maintaining healthy weights.
2.2.8.N.3	Design sample nutritional plans for families with different lifestyles, resources, special needs and cultural backgrounds; then consider the similarities and differences among the plans.
Physical Wellness Connections	
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
2.2.8. PF.4	Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
<u>Interdisciplinary Connections</u>	
RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through

	the selection, organization, and analysis of relevant content.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
<u>Integration of NJSLS Computer Science and Design Thinking</u>	
8.1.8.DA.4	Transform data to remove errors and improve the accuracy of the data for analysis.
<u>Integration of NJSLS Career Readiness, Life Literacy and Key Skills</u>	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

What are the learning priorities?		
Essential Questions Students will keep considering...	Understandings/Goals Students will understand...	Student Objectives/Outcomes: Students will know...

<ul style="list-style-type: none"> • What is the best way for me to manage my lifestyle to remain healthy and happy? 	<ul style="list-style-type: none"> • The characteristics of healthy relationships • Certain circumstances are in their control and others are not • There are positive and negative ways to manage weight 	<ul style="list-style-type: none"> • I can discuss ways that specific behaviors have an impact on personal health. • I can understand what it means to be emotionally healthy and the benefits of healthy relationships. • I can read and understand food labels to make healthy choices
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Stage 2 - Evidence of Student Learning Assessment Design
What have you learned?
<p>Assessment:</p> <ul style="list-style-type: none"> • Summative Assessment
<p>Student Self-Assessment:</p> <ul style="list-style-type: none"> • Self assessment using skill based rubrics
<p>Modifications and Accommodations:</p> <p><u>Students with special needs:</u> Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p><u>ELL/ESL students:</u> Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - https://www.wida.us/standards/CAN_DOs/</p> <p><u>Students at risk of school failure:</u> 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</p>

differentiation strategies.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.1.8.PGD.4 Analyze the relationship between healthy behaviors and personal health.	Students will learn about the physical, emotional, social health and discuss ways that specific behaviors have an impact on personal health.
2.1.8.EH.2 Analyze how personal attributes, resiliency, and protective factors support mental and emotional health	Students examine what it means to be emotionally healthy and the benefits of healthy relationships. Students will discuss the characteristics of an emotionally healthy person and identify ways to improve emotional health. Then they make a plan to improve a positive emotional health trait.
2.1.8.CHSS.8 Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.	In this lesson, students will learn about the importance of getting help for troublesome feelings. After discussing which trusted adults teens could talk to about troublesome feelings, students identify support people in their own lives and explain why it would be helpful to talk to a trusted adult about troublesome feelings. They look at ways to help a friend who is experiencing these feelings, learn warning signs that it is time to ask an adult for help, and are introduced to conditions that may require professional help. After exploring reasons young people may find it hard to seek help, students practice the words and actions they can use to ask for help for themselves or a friend.
2.2.8.N.2 Identify skills and healthy behaviors that can support adolescents in losing, gaining and maintaining healthy weights.	Students will examine the dangers of dieting and healthy ways to handle weight issues. Then they examine healthy ways to manage weight, including balancing food intake with physical activity.
2.2.8.N.3 Design sample nutritional plans for families with different lifestyles, resources, special needs and cultural backgrounds; then consider the similarities and differences among the plans.	Students will discuss the food groups and the recommended daily amounts teens should eat from each food group. They will learn about the recommended serving amounts from each group. Students will analyze food labels to better understand the calories and nutrients being consumed. This knowledge will allow students to apply

	their learning and design nutritional plans for themselves and families based on their individual needs.
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Unit Resources

- HealthSmart
- Cdc.gov
- Myplate.gov

Grade 8 Health Unit 2: Alcohol, Tobacco and Other Drugs

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Unit Title: Alcohol Tobacco and Other Drugs Grade Level: 8 Pacing: 5 - 7 weeks	
Stage 1 - Desired Results	
<u>NJSLs Content Area: CHPE</u>	
2.3.8.DSDT.4	Examine how alcohol and drug disorders can impact the social, emotional and physical lives of friends and family members.
2.3.8.DSDT.5	Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.
2.3.8.DSDT.3	Determine the impact that alcohol and drugs can have on an individual's social, emotional and physical well-being.
2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (eg. cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer)
Physical Wellness Connections <u>NJSLs Content Area: CHPE</u>	
2.2.8.LF.2	Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
<u>Interdisciplinary Connections</u>	
RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Integration of NJSL Computer Science and Design Thinking

8.1.8.DA.4	Transform data to remove errors and improve the accuracy of the data for analysis.
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Integration of NJSL Career Readiness, Life Literacy and Key Skills

9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
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Career Ready Practices

Utilize critical thinking to make sense of problems and persevere in solving them.

Work productively in teams while using cultural global competence.

Social and Emotional Learning Competencies

Self-Awareness	The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
Self-Management	The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

What are the learning priorities?

<u>Essential Question(s):</u> Students will keep	<u>Understanding(s)/Goals</u> Students will understand	<u>Student Objectives/Outcomes</u> Students will be able to:
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considering		
<ul style="list-style-type: none"> • How do alcohol, tobacco and other drugs impact personal health? 	<ul style="list-style-type: none"> • Alcohol, tobacco and other drugs impact multiple areas of the body. 	<ul style="list-style-type: none"> • I can identify the impact alcohol and other drugs have on the brain, especially when it comes to controlling vision, sleep, reaction time, judgment and memory. • I can identify different services that are available to people who are affected by alcohol and drug related disorders. • I can recognize the stages that lead to drug dependence/addiction • I understand that all medicines are drugs but not all drugs are medicines • I can understand how when one has a drug dependence they begin to compromise their needs to accommodate their dependence on a chemical.

Stage 2 - Evidence of Student Learning Assessment Design
What have you learned?
Assessment: <ul style="list-style-type: none"> • Formative Assessment <ul style="list-style-type: none"> ○ Teacher observation • Summative Assessment <ul style="list-style-type: none"> ○ Impacts of Alcohol Task
Student Self-Assessment: <ul style="list-style-type: none"> • Skills rubric self-assessment

Modifications and Accommodations:

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. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - 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.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
2.3.8.DSDT.4 Examine how alcohol and drug disorders can impact the social, emotional and physical lives of friends and family members.	This informational lesson examines the dangers of experimentation and the consequences of drug use. Students learn about the stages of addiction, explore reasons teens start experimenting with and continue to use drugs.
2.3.8.DSDT.5 Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.	Students will identify resources for an individual who is dealing with drug use/abuse/dependence. Students will understand the types of services that are available to help those affected.
2.3.8.DSDT.3 Determine the impact that alcohol and drugs can have on an	In this lesson, students explore the variety of consequences of drug use in multiple areas of life through a group brainstorming activity, examine the potential seriousness of these consequences,

<p>individual's social, emotional, and physical well-being.</p> <p>2.3.8.HCDM.3 Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (eg. cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer)</p> <ul style="list-style-type: none"> • Bold indicates content being addressed 	<p>and personalize the information by deciding which consequences would have the most influence on their decision to be drug-free.</p>
<p>Unit Resources HealthSmart Kidshealth.org</p>	

Grade 8 Unit 3: Personal Safety and Sexual Health

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Unit Title: Personal Safety and Sexual Health Grade Level: 8 Pacing: 5 - 7 weeks	
Stage 1 - Desired Results	
<u>NJSLS Content Area: CHPE</u>	
2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision making, consent and risk for sexual assault and abuse.
2.1.8.SSH.7	Identify factors that are important in deciding whether and when to engage in sexual behaviors.
2.3.8.PS.2	Define sexual consent and sexual agency.
2.1.8.SSH.8	Identify factors that can affect the ability to give or perceive consent to sexual activity (eg body image, self-esteem, alcohol and other substances)
2.3.8.PS.3	Define interpersonal and sexual violence and describe their impacts on sexual health (eg sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence)
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation.
2.1.8.SSH.9	Define vaginal, oral and anal sex
2.1.8.SSH.10	Identify short and long-term contraception and safe sex methods that are effective and describe how to access and use them (eg abstinence, condom)
2.1.8.SSH.11	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV)
2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (eg. cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer) <ul style="list-style-type: none"> ● Bold indicates topics covered in this unit

2.1.8.PP.3	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
2.1.8.PP.2	Summarize the stages of pregnancy from fertilization to birth
2.1.8.PP.1	Describe pregnancy testing, the signs of pregnancy and pregnancy options including parenting, abortion and adoption.
2.1.8.PP.4	Predict challenges that may be faced by adolescent parents and their families
2.1.8.PP.5	Identify resources to assist with parenting
Physical Wellness Connections NJSLs Content Area: CHPE	
2.2.8.MSC.5	Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
2.2.8.MSC.7	Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
Interdisciplinary Connections	
RI.8.2.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Integration of NJSLs Computer Science and Design Thinking	
8.1.8.DA.4	Transform data to remove errors and improve the accuracy of the data for analysis.

<u>Integration of NJSL Career Readiness, Life Literacy and Key Skills</u>	
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
<u>Career Ready Practices</u>	
Utilize critical thinking to make sense of problems and persevere in solving them.	
Work productively in teams while using cultural global competence.	
<u>Social and Emotional Learning Competencies</u>	
Social Awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.
Responsible Decision Making	The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

What are the learning priorities?		
<u>Essential Question(s):</u> Students will keep considering	<u>Understanding(s)/Goals</u> Students will understand	<u>Student Objectives/Outcomes</u> Students will be able to:
<ul style="list-style-type: none"> How do my decisions impact my emotional and sexual health? 	<ul style="list-style-type: none"> The risks associated if engaging in sexual intercourse The importance of affirmative consent 	<ul style="list-style-type: none"> I can explain affirmative consent. I understand how alcohol and other drugs can affect decision making in relation to sexual activity I can identify other factors relating to the ability to give or perceive consent I can understand the risks of engaging in intercourse without the use of protection I can identify long and short term contraception and safe sex methods

- I understand how to eliminate or reduce risk of unintended pregnancy
- I can understand the challenges that may be faced with adolescent pregnancies
- I can summarize the stages of pregnancy

Stage 2 - Evidence of Student Learning Assessment Design

What have you learned?

Assessment:

- **Formative Assessment**
 - Classroom observation
- **Summative Assessment**

Student Self-Assessment:

- Self-assessment on skills rubric

Modifications and Accommodations:

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. Manipulatives, extra time, alternative assessments, and scaffolding strategies will be used to support learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA based on the student’s level of English Language Proficiency (ELP). - 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.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to reading and writing learning including variations in content, process, products, and learning environments.

Stage 3 - Learning Plan	
NJSLS	Sample Lesson Description
<p>2.3.8.ATD.2 Relate the use of alcohol and other drugs to decision making, consent and risk for sexual assault and abuse.</p> <p>2.1.8.SSH.8 Identify factors that can affect the ability to give or perceive consent to sexual activity (eg body image, self-esteem, alcohol and other substances)</p>	<p>In this lesson, students will learn that it is each person's responsibility to make sure that all sexual contact is consensual, that consent can not be given or received if either person is impaired by alcohol or other drugs, and understand that consent can be withdrawn at any time.</p>
<p>2.1.8.SSH.7 Identify factors that are important in deciding whether and when to engage in sexual behaviors.</p>	<p>This lesson focuses on decision-making skills. Students learn decision-making steps and see them modeled for a decision around dating and engaging in sexual behaviors. They work in pairs to read a sample scenario and work through the steps to recommend a healthy and safe decision. Then they consider situations that could affect their own sexual health and follow the decision-making steps to propose a decision that will help protect their sexual health.</p>
<p>2.3.8.PS.2 Define sexual consent and sexual agency.</p>	<p>This lesson focuses on defining sexual consent and sexual agency. Students will learn about the skill of consent which is necessary to respectfully ask, receive or respond to rejection.</p>
<p>2.3.8.PS.3 Define interpersonal and sexual violence and describe their impacts on sexual health (eg sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence)</p>	<p>This lesson helps students understand the different types of violence (physical, emotional), how to identify when violent situations may become abusive, and how to seek help.</p>

2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.	In this series of lessons, the students will learn that sexual health relates to making responsible choices about sexual behaviors. They discuss how feelings change during puberty and the consequences of having sex or engaging in sexual activities. This includes discussing unintended pregnancy, and how sexually transmitted infections (STIs) are transmitted (vaginal, oral, and anal sex). They learn about sexual abstinence, short and long-term contraception, and setting personal limits as a way to avoid the consequences. They learn about gender identity, gender expression, and sexual orientation.
2.1.8.SSH.9 Define vaginal, oral and anal sex	
2.1.8.SSH.10 Identify short and long-term contraception and safe sex methods that are effective and describe how to access and use them (eg abstinence, condom)	
2.1.8.SSH.11 Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV)	
2.3.8.HCDM.3 Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (eg. cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer) <ul style="list-style-type: none"> ● Bold indicates topics covered in this unit 	
2.1.8.PP.3 Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.	In this lesson, students will learn the early signs of pregnancy, prenatal practices that support a healthy pregnancy, and find medically accurate sources for prenatal care. Students will learn the stages of pregnancy and the definitions for the three pregnancy options.
2.1.8.PP.2 Summarize the stages of pregnancy from fertilization to birth	
2.1.8.PP.1 Describe pregnancy testing, the signs of pregnancy and pregnancy options including parenting, abortion and adoption.	
2.1.8.PP.5 Identify resources to assist with parenting	In this lesson, students will discuss that reliable and credible resources can be located and found with a trusted adult.
2.1.8.PP.4 Predict challenges that may be faced by adolescent parents and their families	
Unit Resources <ul style="list-style-type: none"> ● HealthSmart 	

Professional Learning Resources

- HealthSmart
- *Lesson Planning for Skills-Based Health Education* by Sarah Benes and Holly Alperin
- SHAPE
- SHAPE NJ
- Open Phys Ed.