

Midland Park Public Schools

Health 8

Prepared by:

Matt Jimenez

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Approved by the Midland Park Board of Education

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GRADE 8 HEALTH EDUCATION

Course Description:

Students in Grade 8 will study positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. Health-literate students have the knowledge, skills, and ability to maintain and enhance personal health and fitness. Life skills emphasized throughout the program include setting goals; making decisions; identifying beliefs, attitudes, and motivations; assessing information; and advocating for personal, family, and community health. Comprehensive health education includes the following ten units: mental and emotional health; the body systems; physical fitness; the stages of life; adolescent growth and development; conflict management; alcohol; medicines and illegal drugs; infectious disease and noninfectious disease.

Course Sequence:

- Unit 1: Mental and Emotional Health: 2 weeks
- Unit 2: The Body Systems: 2 weeks
- Unit 3: Physical Fitness: 2 weeks
- Unit 4: The Stages of Life: 2 weeks
- Unit 5: Adolescent Growth and Development: 2 weeks
- Unit 6: Conflict Management: 2 weeks
- Unit 7: Alcohol: 1 week
- Unit 8: Medicines and Illegal Drugs: 2 weeks
- Unit 9: Infectious Diseases: 2 weeks
- Unit 10: Noninfectious Diseases: 2 weeks
- Unit 11: Personal Wellness and Awareness: 1 week

Pre-requisite: Health 7

Unit #1**Content Area: Health****Unit Title: Managing Mental and Emotional Health****Grade Level: 8**

Core Ideas: This unit will help students learn how people experience and cope with emotions. It discusses the effects of physical health on mental and emotional health. It also describes ways to express and communicate emotions. This unit discusses mental illnesses, describing different kinds and explaining how depression differs from sadness. In addition, this unit describes how to get help with mental and emotional health problems

Unit #1 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSLs)**

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.

2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.

2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Career Readiness, Life Literacies, and Key Skills

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

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI To infuse the influence of family and relationships have on the Asian American Pacific Islanders into the health curriculum. (Explain how healthy communication skills and self-regulation allowed athletes to combat with mental health issues like Chloe Kim)

Amistad To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Explain how healthy communication skills and self-regulation allowed athletes to combat with mental health issues like Imani Boyette)

LGBTQ An inclusive curriculum benefits *all* students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Explain how healthy communication skills and self-regulation allowed athletes to combat with mental health issues like Ryan O' Callaghan)

Companion Standards

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

NJLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Interdisciplinary Connection	
6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How does the brain control emotions? ● How do hormones and life changes influence emotions? ● How do emotions fit into a spectrum? ● How can you recognize emotions? ● Why do people have emotional triggers? ● How can emotions be felt physically? ● What is the difference between healthy and unhealthy emotions? ● What are some communication skills that help express emotions? ● What are appropriate and inappropriate ways to express emotions? ● Why is self-esteem important? ● What is the value of thinking through emotions? ● Why do defense mechanisms and good physical and social health help us cope with emotions? ● What are the factors that lead to mental illness? ● What are the differences between anxiety disorders, mood disorders, and schizophrenia? ● How do mental illnesses share symptoms? ● How is depression different from sadness? ● What are warning signs of depression? ● Where can someone thinking of suicide get help? ● Where can people with emotional problems or disorders get help? ● What types of mental health professionals are there? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Mental health is the way people think about and respond to events in their daily lives. ● Emotions are feelings produced in response to a life event. ● Emotional health is the way a person experiences and deals with feelings. ● Hormones are chemicals that help control how the body grows and functions. ● An emotional spectrum is a set of emotions arranged by how pleasant they are. ● Triggers are situations, people, and events that cause a person to feel an emotion. ● Body language is expressing emotions with the face, hands, or posture. ● Mental illness is a disorder that affects a person's thoughts, emotions, and behaviors. ● Panic disorder is an anxiety disorder that causes a person to have periods of extreme anxiety. ● A mood disorder is an illness in which people have uncontrollable mood changes. ● Schizophrenia is a disorder in which a person breaks from reality in several ways. ● Depression is a mood disorder in which a person feels extremely sad and hopeless for at least 2 weeks. ● Suicidal thinking is the desire to take one's own life. ● A counselor helps people work through problems by talking. ● A psychologist tries to change thoughts, feelings and actions by suggesting ways to manage emotions. ● A psychiatrist is a medical doctor who specializes in illness of the brain by using medicines and counseling.
Evidence of Learning	
<p>Formative Assessments: ● Pre-assessment survey ● Teacher observation ● Written responses ● Class Discussions ● Class work ● Role Playing / Refusal Skills</p> <p>Summative/Benchmark Assessment(s): ● Directed Reading. ● Concept Review ● Quizzes ● Tests</p> <p>Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios</p>	
<p>Resources/Materials:</p> <p>www.dcmp.org</p> <p>www.discoveryeducation.com</p> <p>www.kidshealth.com</p>	<p>Key Vocabulary:</p> <p>- Schizophrenia</p>

www.neok12.com	<ul style="list-style-type: none"> - Psychology - Psychiatrist - Emotional Spectrum
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 10 Days
1	Describe how the brain controls emotions • Explain how hormones and life changes influence emotions. Midland Park School District • Describe how emotions fit into a spectrum • Explain how to recognize emotions • Describe how people have unique emotional triggers. • Explain how to compare healthy and unhealthy emotions.	Emotions and Understanding Emotions	1 Day
2	Describe communication skills that help express emotions.	Expressing Emotions	1 Day
3	Describe how defense mechanisms and good physical and social health help people cope.	Coping with Emotions	1 Day
4	List factors that can lead to a mental illness. • Describe the differences between anxiety disorders, mood disorders, and schizophrenia	Mental Illness	2 Days
5	Describe how depression is different from feeling sad. • List warning signs that someone is severely depressed.	Depression	1 Day
6	Explain where to get help if someone is in danger of suicide • Describe sources of help for someone with emotional problems or disorders. • List types of mental health professionals.	Getting Help	2 Days
7	Demonstrate 8 th grade health content knowledge through a comprehensive review activity.	Review	1 Day
8	Demonstrate 8 th grade health content knowledge through a comprehensive assessment.	Test	1 Day

Teacher Notes:**Additional Resources:****Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
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<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications
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Unit #2**Content Area: Health****Unit Title: Your Body Systems****Grade Level: 8**

Core Ideas: This unit will help students learn how the body is organized. They will explore the different body systems that work together to keep them alive. This unit also gives tips for taking care of the body systems and protecting overall health.

Unit #2 - Standards**Standards (Content and Technology):**

CPI#:	Statement:
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Performance Expectations (NJSL)

2.1.8.PGD.1:	Explain how appropriate health care can promote personal health.
2.1.8.PGD.2:	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.3:	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
2.1.8.PGD.4:	Analyze the relationship between healthy behaviors and personal health
2.1.8.EH.1:	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.EH.2:	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.2:	Describe issues of bias and accessibility in the design of existing technologies.
8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the influence of family and relationships have on the Asian American Pacific Islanders into the health curriculum. Ex. <u>Kazue Togasaki, MD</u> - Dr. Togasaki was one of the first Japanese-American women to become a doctor in the United States.
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. Ex. Jane C. Wright a pioneer cancer researcher.
LGBTQ	inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. Ex. Ayesha Verrall a famous infectious disease physician.

Companion Standards

NJLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
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6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
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<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How do cells, tissues, and organs work together in the human body? ● How do body systems work together? ● What are the different parts of the nervous system? ● What are common problems of the nervous system? ● What are the different glands of the endocrine system? ● How do hormones affect growth and development? ● What are common problems of the endocrine system? ● What are the names of the bones and joints in the skeletal system? ● What are common problems of the skeletal system? ● What are three types of muscle? ● How do muscles move the body? ● What are common problems of the muscular system? ● How does the body digest food and absorb nutrients? ● What are common problems of the digestive system? ● How does the body excrete waste? ● What are common problems of the excretory system? ● How does the circulatory system transport and distribute nutrients? ● What are common problems of the circulatory system? ● What are common problems of the respiratory system? ● How does the health of the body systems affect total physical health? ● What are ways to protect the body systems from harm? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The body system is a group of organs that work together for one purpose. ● The nervous system is the body system that gathers and interprets information about the body’s internal and external environments and responds to that information. ● The central nervous system includes your brain and spinal cord. ● Your endocrine system is a network of tissues and organs that release chemicals that control certain body functions. ● The skeletal system contains bone, cartilage, and the special structures that connect them. ● The muscular system is made up of muscles that move your body. ● The digestive system is a group of organs and glands that work together to physically and chemically break down, or digest food. ● The urinary system is a group of organs that work together to remove liquid wastes from the blood. ● The circulatory system is a system made up of three parts – your heart, your blood vessels, and your blood. ● The respiratory system is a body system that brings oxygen into the body and removes carbon dioxide from the body. ● Each body system depends on the other systems to maintain your overall health.
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Evidence of Learning

Formative Assessments: ● Pre-assessment survey ● Teacher observation ● Written responses ● Class Discussions ● Class work ● Role Playing / Refusal Skills

Summative/Benchmark Assessment(s): ● Directed Reading. ● Concept Review ● Quizzes ● Tests

Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios

<p>Resources/Materials:</p> <p>www.dcmp.org</p> <p>www.discoveryeducation.com</p> <p>www.kidshealth.com</p> <p>www.neok12.com</p>	<p>Key Vocabulary:</p> <ul style="list-style-type: none"> - Body System - Endocrine System - Digestive System - Nervous System - Circulatory System - Respiratory System
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Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 12 Days
1	Describe how cells, tissues, and organs work together in the human body. ● Summarize how the body systems work together.	Body Organization	1 Day

2	Describe the different parts of and common problems of the nervous system.	The Nervous System	1 Day
3	Identify the different glands of the endocrine system. ● Explain how hormones affect growth and development. ● Describe common problems of the endocrine system.	The Endocrine System	1 Day
4	Identify the different bones and joints in the skeleton. ● Describe common problems of the skeletal system. ● Identify the three types of muscle. ● Explain how muscles move the body. ● Describe common problems of the muscular system.	The Skeletal and Muscular Systems	2 Days
5	Describe how the human body digests food and absorbs nutrients. ● Explain how the human body excretes waste. ● Describe common problems of the digestive and excretory systems.	The Digestive and Urinary Systems	2 Days
6	Describe how the circulatory system transports and distributes nutrients. ● Describe the process of breathing. ● Describe common problems of the circulatory and respiratory systems.	The Circulatory and Respiratory Systems	2 Days
7	Explain how the health of body systems affects total physical health. ● Describe ways to protect the body systems from harm.	Caring for Your Body	1 Day
8	Demonstrate 8 th grade health content knowledge through a comprehensive review activity.	Review	1 Day
9	Demonstrate 8 th grade health content knowledge through a comprehensive assessment.	Test	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified 	<ul style="list-style-type: none"> Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP

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accommodations/modifications	assessments/assignments, as needed • Give tests orally, as needed • Allow spelling errors			accommodations/modifications
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Unit #3**Content Area: Health****Unit Title: Physical Fitness****Grade Level: 8**

Core Ideas: This unit will help students learn the components of physical fitness, how exercise and diet affect fitness, and the benefits of exercise. Students will learn to test and assess physical fitness and set physical fitness goals. This unit will also help students learn what to do in case of injury and healthy practices that will prevent injury.

Unit #3 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSLs)**

2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
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
2.2.8.PF.5	Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.1:	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (The importance of physical fitness in the career of Tiger woods, Sammy Lee, Jeremy Lin)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history (The importance of physical fitness in the life of Muhamad Ali, Althea Gibson, Bill Russell)
LGBTQ	Talk about how physical fitness helped Megan Rapinoe to become a US Olympic soccer player, and Billie Jean King to be former World Number 1 tennis player.

Companion Standards

NJLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

Unit Essential Question(s):

- What are the components of physical fitness?
- What is the relationship between exercise and fitness?
- How does diet affect fitness?
- What are the physical benefits of exercise?
- How does exercise benefit mental and emotional health?
- What are the social benefits of exercise?
- Why should you test your fitness? 8. Why should you monitor your heart rate? 9. What are the tests for each component of fitness? 10. What are the influences on physical fitness goals?
- What is frequency, intensity, time and type (FITT)?
- What are the benefits of a fitness log?
- What are warning signs of injury?
- What are ways to protect yourself from injury while exercising?

Unit Enduring Understandings:

- Physical fitness is the ability to do everyday tasks without becoming short of breath, sore, or tired.
- Muscular strength is the amount of force muscles apply when they are used.
- Muscular endurance is the ability to use a group of muscles over and over without getting tired easily.
- Cardiorespiratory endurance is the ability of your heart and lungs to work efficiently during physical activity.
- Flexibility is the ability to use joints easily.
- Body composition compares the weight of fat in your body to the weight of your bones.
- Exercise is any activity that maintains or improves your physical fitness.
- The Target Heart Rate zone is 60 to 85% of your maximum heart rate.
- Maximum heart rate is the largest number of times your heart can beat while exercising.

Evidence of Learning

Formative Assessments: • Pre-assessment survey • Teacher observation • Written responses • Class Discussions • Class work • Role Playing / Refusal Skills

Summative/Benchmark Assessment(s): • Directed Reading. • Concept Review • Quizzes • Tests

Alternative Assessments: • Oral Reports • Exhibitions • Portfolios

Resources/Materials:

www.dcmp.org
www.discoveryeducation.com
www.kidshealth.com
www.neok12.com

Key Vocabulary:

- Body System
- Endocrine System
- Digestive System
- Nervous System
- Circulatory System
- Respiratory System

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 11 Days
1	Describe the five components of physical fitness. • Describe the relationship between exercise and physical fitness.	Components of Physical Fitness	1 Day
2	Explain how diet affects fitness.	How Exercise and Diet Affect Fitness	2 Days
3	Describe the physical benefits of exercise. Midland Park School District • Explain how exercise benefits mental and	The Benefits of Exercise	1 Day

	emotional health. ● Describe the social benefits of exercise.		
4	Explain why you should test your fitness. ● Explain why you should monitor your heart rate. ● Describe the tests for each component of fitness.	Testing Your Fitness	4 Days
5	List influences on physical fitness goals. ● Explain why short-term goals are important. ● Describe how intensity, frequency, type and time (FITT) affect physical fitness. ● List things you could write in a fitness log.	Your Fitness Goals	1 Day
6	Identify warning signs of injury.	Injury and Recovery	1 Day
7	Describe ways to protect yourself from injury while exercising.	Exercising Caution	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #4**Content Area: Health****Unit Title: The Stages of Life****Grade Level: 8**

Core Ideas: This unit will help students understand how the male and female reproductive systems work. This unit will also describe the stages of human life from fetal development through death.

Unit #4 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSLs)**

2.1.8.PGD.1:	Explain how appropriate health care can promote personal health.
2.1.8.PGD.2:	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.3:	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
2.1.8.PGD.4:	Analyze the relationship between healthy behaviors and personal health
2.1.8.PP.1:	Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
2.1.8.PP.2:	Summarize the stages of pregnancy from fertilization to birth.
2.1.8.PP.3:	Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
2.1.8.PP.4:	Predict challenges that may be faced by adolescent parents and their families.
2.1.8.PP.5:	Identify resources to assist with parenting.
2.1.8.SSH.7:	Identify factors that are important in deciding whether and when to engage in sexual behaviors.
2.1.8.SSH.8:	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
2.1.8.SSH.9:	Define vaginal, oral, and anal sex.
2.1.8.SSH.10:	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
2.1.8.SSH.11:	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.1:	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.IC.2:	Describe issues of bias and accessibility in the design of existing technologies.
8.2.8.ED.2:	Identify the steps in the design process that could be used to solve a problem.
8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2:	Compare how technologies have influenced society over time.
8.2.8.ETW.3:	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Ex. Haing S. Ngor, MD a gynecologist/obstetrician who used his knowledge to try and help others survive prison camps in Cambodia.)
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Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Ex. Dr. Vivien Thomas a laboratory supervisor who developed a procedure to treat blue baby syndrome.)		
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Ex. Talk about different celebrities that have been activists in the LGBTQ community ie. Megan Rapinoe)		
Companion Standards			
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
Interdisciplinary Connection			
6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.		
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What are the parts of the male reproductive system? ● What path does the sperm follow through the male reproductive system? ● What are common problems of the male reproductive system? ● What are ways to prevent common male reproductive problems? ● What are the structures in the female reproductive system? ● What is involved in the typical menstrual cycle? ● What are common problems of the female reproductive system? ● What are common problems of the female reproductive system? ● What changes occur to the mother's body during pregnancy? ● What factors affect the health of the mother and fetus? ● How does the fetus develop in the uterus? ● How do children develop during childhood? ● How do children develop during adolescence? ● What happens to the body during aging? ● What are the stages of grief? </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Male sex cells are called sperm ● The testes make sperm and testosterone ● Common problems of the male reproductive system include: jock itch, STDs, hernias, undescended testicle, UTIs, cancer, testicular torsion, and prostate enlargement. ● The uterus is an organ that holds the fetus during pregnancy. ● The women's sex cell is called an ovum. ● Ovulation is the process of releasing an egg. ● Menstruation is the monthly breakdown and shedding of the endometrium. ● Common problems of the female reproductive system are: UTIs, vaginitis, endometriosis, STDs, toxic shock syndrome, and cervical, uterine, and ovarian cancer. ● Pregnancy is the time when the new cell formed during fertilization grows and develops into a baby in the woman's uterus. ● The placenta is an organ that grows in the uterus and allows nutrients, gases, and wastes to be exchanged between the mother and the fetus. ● A human pregnancy lasts 40 weeks and consists of 3 trimesters. ● Complications of pregnancy and birth include: miscarriage, ectopic pregnancy, toxemia, gestational diabetes, Rh incompatibility, premature birth, breech birth, oxygen deprivation, and stillbirth. ● Infancy is development between birth and age 1. ● Childhood is the stage of development between infancy and adolescence. ● Adolescence is a time in a person's life when they mature from a child to an adult. ● Puberty is the stage of development when the reproductive system matures. ● Adulthood is the stage of life that follows adolescence and lasts until the end of life. </td> </tr> </table>		<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What are the parts of the male reproductive system? 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- Aging is a natural part of adulthood.
- Death is the end of life.
- Grief is deep sadness after a loss.

Evidence of Learning

Formative Assessments: ● Pre-assessment survey ● Teacher observation ● Written responses ● Class Discussions ● Class work ● Role Playing / Refusal Skills
Summative/Benchmark Assessment(s): ● Directed Reading. ● Concept Review ● Quizzes ● Tests
Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios

Resources/Materials:

www.dcmp.org
www.discoveryeducation.com
www.kidshealth.com
www.neok12.com

Key Vocabulary:

- Pregnancy
- Puberty
- Reproduction

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 10 Days
1	Identify the parts of the male reproductive system. ● Summarize the path of sperm through the male reproductive system. ● Describe common problems of the male reproductive system. ● Describe ways to prevent common male reproductive problems.	The Male Reproductive System	2 Days
2	Identify structures of the female reproductive system. ● Summarize the typical menstrual cycle. ● Describe common problems of the female reproductive system. ● Describe ways to prevent common female reproductive problems.	The Female Reproductive System	2 Days
3	Describe changes in the mother's body during pregnancy. ● Describe factors that affect the health of both the mother and fetus. ● Summarize human development before birth.	Pregnancy and Birth	2 Days
4	Describe development during childhood. ● Explain development during adolescence. ● Describe what happens to the body during aging. ● Identify the stages of grief.	Growing and Changing	2 Days
5	Demonstrate 8 th grade health content knowledge through a comprehensive review activity.	Review	1 Day
6	Demonstrate 8 th grade health content knowledge through a comprehensive assessment.	Test	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #5

Content Area: Health**Unit Title: Adolescent Growth and Development****Grade Level: 8**

Core Ideas: This unit will discuss how personal lifestyle habits and genetics influence sexual development as well as overall growth patterns. This unit will also discuss responsible actions regarding sexual behavior and how it impacts the health of oneself and others. Discussion of topics regarding gender identity, sexual orientation, and cultural stereotyping will be included.

Unit #5 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSL)**

2.1.8.PGD.1:	Explain how appropriate health care can promote personal health.
2.1.8.PGD.2:	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.3:	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
2.1.8.PGD.4:	Analyze the relationship between healthy behaviors and personal health
2.1.8.SSH.1	Differentiate between gender identity, gender expression and sexual orientation
2.1.8.SSH.2:	Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships
2.1.8.SSH.4	Compare and contrast the characteristics of healthy and unhealthy relationships
2.1.8.SSH.5	Analyze the similarities and differences between friendships, romantic relationships and sexual relationships
2.1.8.SSH.6:	Examine how culture influences the way families cope with traumatic situations, crisis, and change.
2.1.8.SSH.7:	Identify factors that are important in deciding whether and when to engage in sexual behaviors.
2.1.8.SSH.8	Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
2.1.8.SSH.9:	Define vaginal, oral, and anal sex.
2.1.8.SSH.10:	Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
2.1.8.SSH.11:	Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.1.8.IC.1:	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ETW.3:	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history.
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Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Ex. It's important to highlight advocates like Audre Lorde)		
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Ex. It's important to highlight advocates like Harvey Milk)		
Companion Standards			
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
Interdisciplinary Connection			
6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.		
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).		
Unit Essential Question(s):		Unit Enduring Understandings:	
<ul style="list-style-type: none"> ● What role does the endocrine system play in growth and development? ● What are the changes that happen to males and females during puberty? ● How do your mental abilities change during adolescence? ● How do changes during puberty affect behavior in adolescents? ● What are the emotional and physical changes that happen during adolescence? ● How does peer pressure affect your opinions and attitudes? ● What are the benefits of sexual abstinence? ● How can refusal skills be used to promote sexual abstinence? ● What is the difference between gender identity and gender expression? ● What is the meaning of the term sexual orientation? 		<ul style="list-style-type: none"> ● Puberty is the part of adolescence when the reproductive system becomes mature. ● Many physical changes happen to males and females during puberty. ● Mental changes occur during puberty. ● Emotional changes occur during puberty. ● Sexual abstinence is the refusal to take part in sexual activity. ● There are many contraceptive methods available for birth control. ● There are many issues faced by gay, lesbian, bisexual, and questioning people. ● It is important to empathize, promote acceptance, and respect all people irrespective of their sexual orientation. 	
Evidence of Learning			
Formative Assessments: ● Pre-assessment survey ● Teacher observation ● Written responses ● Class Discussions ● Class work ● Role Playing / Refusal Skills Summative/Benchmark Assessment(s): ● Directed Reading. ● Concept Review ● Quizzes ● Tests Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios			
Resources/Materials:		Key Vocabulary:	
www.dcmp.org www.discoveryeducation.com www.kidshealth.com www.neok12.com www.advocatesforyouth.org		<ul style="list-style-type: none"> - Puberty - Abstinence - Contraceptive - Sexual Orientation 	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 10 Days
1	Summarize the role of the endocrine system in growth and development	Your Changing Body	1 Day

	Midland Park School District ● Compare the changes that happen in males with the changes that happen in females during puberty.		
2	List the major categories of adolescent risk behavior ● Describe how changes during puberty can affect risk-taking behavior in adolescents.	Your Changing Mind	1 Day
3	Identify emotional and social changes that happen during adolescence. ● Explain how additional responsibility prepares teens for adulthood.	Your Changing Feelings	1 Day
4	Describe how peer pressure can affect your opinions and attitudes.	Relationships	1 Day
5	Explain the benefits of sexual abstinence ● Explain how refusal skills can be used to promote sexual abstinence.	Abstinence	2 Days
6	List the facts about different contraceptive methods: how they work, instructions for correct use, effectiveness, and other benefits.	Contraception	2 Days
7	Compare and contrast attitudes and beliefs about sexuality, gender identity, sexual orientation, and gender equity across cultures.	Sexual Orientation & Gender Identity	1 Day
8	Demonstrate 8 th grade health content knowledge through a comprehensive review activity.	Review	1 Day
9	Demonstrate 8 th grade health content knowledge through a comprehensive assessment.	Test	

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

	<ul style="list-style-type: none">● Allow spelling errors			
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Unit #6**Content Area: Health****Unit Title: Conflict Management****Grade Level: 8**

Core Ideas: In this unit, students learn about conflict and its major sources. Students will learn to identify signs that conflict is about to happen and learn ways of avoiding conflict.

Unit #6 - Standards**Standards (Content and Technology):**

CPI#:	Statement:
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Performance Expectations (NJSLs)

2.1.8.PGD.1:	Explain how appropriate health care can promote personal health.
2.1.8.PGD.2:	Analyze how genetics and family history can impact personal health.
2.1.8.PGD.3:	Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
2.1.8.PGD.4:	Analyze the relationship between healthy behaviors and personal health
2.3.8.PS.1:	Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
2.3.8.PS.3:	Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
2.3.8.PS.4:	Describe strategies that sex traffickers/exploiters employ to recruit youth.
2.3.8.PS.5:	Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, 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.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.2.8.ED.2:	Identify the steps in the design process that could be used to solve a problem.
8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (A large part of understanding conflict management comes from psychologist's research like Stanley Sue.)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (A large part of understanding conflict management comes from psychologist's research like Joseph White.)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (A large part of understanding conflict management comes from psychologist's research like Michael Hendricks.)

Companion Standards

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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NJLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
Interdisciplinary Connection			
6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.		
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).		
Unit Essential Question(s):		Unit Enduring Understandings:	
<ul style="list-style-type: none"> ● What are the sources of conflict? ● What are signs that conflicts are happening or about to happen? ● What are ways to avoid conflict? ● Why is communication important in a conflict? ● What are ways to express yourself in a conflict? ● Why is it important to listen in a conflict? ● Why are negotiation, compromise and collaboration important in resolving conflicts? ● Why is mediation used to resolve conflicts? ● What are the sources of conflicts at school? ● What are the sources of conflicts at home? ● What are the sources of conflicts in communities? ● What is the relationship between violence and aggression? ● What are signs violence is about to happen? ● What are ways to control anger? ● How does one avoid and prevent violent situations? 		<ul style="list-style-type: none"> ● Conflict is a clash of ideas or interests. ● Conflicts are usually about resources, values and expectations, and emotions. ● Signs of conflict are disagreement, emotions, and others' behaviors. ● Conflict can be avoided by picking your battles, respecting different opinions, and taking a break. ● Managing conflict is part of a cycle. ● Expressing yourself in a calm, clear manner will help resolve conflict. ● Active listening is listening to what the other person is saying and thinking about. ● Negotiation is the act of discussing the issues of a conflict to reach an agreement. ● Compromise is a solution to a conflict in which each side gives up something to reach an agreement. ● Collaboration is a solution to a conflict in which both sides work together to get a response. ● Mediation is a process in which another person listens to both sides of the conflict and then offers solutions to the conflict. 	
Evidence of Learning			
Formative Assessments: ● Pre-assessment survey ● Teacher observation ● Written responses ● Class Discussions ● Class work ● Role Playing / Refusal Skills Summative/Benchmark Assessment(s): ● Directed Reading. ● Concept Review ● Quizzes ● Tests Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios			
Resources/Materials:		Key Vocabulary:	
www.dcmp.org www.discoveryeducation.com www.kidshealth.com www.neok12.com		<ul style="list-style-type: none"> - Conflict - Compromise - Problem Solving - Conflict Resolution 	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 10 Days
1	Describe sources of conflict. ● Describe signs that a conflict is about to happen ● Describe ways to avoid conflict.	What is Conflict?	1 Day
2	Explain the importance of communication in a conflict. ● Describe the importance of listening in a conflict.	Communicating During Conflict	1 Day
3	Describe negotiation as a tool to resolve conflict. ● Compare compromise, collaboration and mediation.	Resolving Conflicts	2 Days

4	Describe conflicts at school.	Conflict at School	1 Day
5	Describe conflicts at home.	Conflict at Home	1 Day
6	Describe conflicts in the community.	Conflict in the Community	1 Day
7	Describe the relationship between aggression and violence. • Identify ways to control anger. • Discuss the importance of avoiding and preventing violent situations.	Conflict and Violence	1 Day
8	Demonstrate 8 th grade health content knowledge through a comprehensive review activity.	Review	1 Day
9	Demonstrate 8 th grade health content knowledge through a comprehensive assessment.	Test	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word • Modified assessments/assignments, as needed • Give tests orally, as needed • Allow spelling errors 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with classroom teacher(s) for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications

Unit #7**Content Area: Health****Unit Title: Alcohol****Grade Level: 8**

Core Ideas: This unit will teach students about the risks associated with drinking alcohol. The unit will detail the effects of alcohol on the body, on the family, and on society. Students will learn about how addiction to alcohol leads to a chronic disease called alcoholism.

Unit #7 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSL)**

2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically
2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
2.3.8.ATD.3:	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
2.3.8.DSDT.3:	Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
2.3.8.DSDT.4:	Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ETW.3:	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Talk about how alcohol companies have used athletes to market their products like Dwayne Johnson.)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Talk about how alcohol companies have used athletes to market their products like Dwayne Wade.)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Talk about how alcohol companies have used athletes to market their products like Gus Kenworthy.)

Companion Standards

NJLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
Interdisciplinary Connection			
6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.		
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).		
Unit Essential Question(s): <ul style="list-style-type: none"> ● How does the body process alcohol? ● What is BAC – Blood Alcohol Concentration? ● What are the factors that affect an individual’s reaction to alcohol? ● How does alcohol affect a person’s behavior? ● What are the risks of drinking alcohol? ● What are long-term risks effects of drinking alcohol? ● Why is it dangerous for women to drink alcohol? ● How does alcohol affect a person’s ability to make decisions? ● What is the relationship between alcohol and violence? ● How does alcohol impair a person’s ability to drive? ● What types of injuries can occur when alcohol is involved? ● What are pressures that tempt teens to drink alcohol? ● What are three steps you would take when deciding not to drink alcohol? ● What are some ways to resist pressures to drink? ● What is the difference between physical and psychological dependence? ● How can alcoholism affect a person’s social, mental, and emotional health? ● What are the factors that contribute to alcoholism? ● How can a person overcome alcoholism? 		Unit Enduring Understandings: <ul style="list-style-type: none"> ● The Central Nervous System consists of the brain and spinal cord. ● Alcohol is a depressant that suppresses the Central Nervous System. ● Blood Alcohol Concentration (BAC) is the amount of blood in the bloodstream. ● Intoxication is the physical and mental changes produced by drinking alcohol. ● Alcohol poisoning is the damage to physical health caused by drinking too much alcohol. ● Cirrhosis is a disease that results from long-term exposure to alcohol. ● Tolerance is a condition in which a person needs more of a drug to feel the original effects of the drug. ● Fetal Alcohol Syndrome (FAS) is a group of birth defects that affect an unborn baby that is exposed to alcohol. ● Inhibitions are mental or physical processes that restrain your actions, emotions, and thoughts. ● Reaction time is the amount of time it takes for your brain to react to external stimulus. ● Pressures to drink come from two sources, internal and external. ● Making the decision not to drink and resisting internal pressures are important. ● Alcoholism is a disease in which a person is physically and psychologically dependent on alcohol. ● Recovery from alcohol is learning to live without it. 	
Evidence of Learning			
Formative Assessments: ● Pre-assessment survey ● Teacher observation ● Written responses ● Class Discussions ● Class work ● Role Playing / Refusal Skills Summative/Benchmark Assessment(s): ● Directed Reading. ● Concept Review ● Quizzes ● Tests Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios			
Resources/Materials: www.dcmp.org www.discoveryeducation.com www.kidshealth.com www.neok12.com www.brainpop.com		Key Vocabulary: <ul style="list-style-type: none"> - Alcoholism - FAS - BAC - Cirrhosis 	
Suggested Pacing Guide			
Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 7 Days

1	Describe how the body processes alcohol. ● Explain Blood Alcohol Concentration (BAC). ● Identify factors that affect an individual’s reaction to alcohol.	Alcohol and Your Body	1 Day
2	Describe how alcohol affects a person’s behavior. ● Identify risks of drinking alcohol. ● Identify long-term effects of drinking alcohol. ● Explain why a pregnant woman should not drink alcohol.	Immediate Effects and Long-Term Effects of Alcohol	1 Day
3	Explain how drinking alcohol affects a person’s ability to make decisions. ● Describe the relationship between alcohol and violence. ● Explain how alcohol impairs a person’s ability to drive. ● Identify injuries where alcohol may be involved.	Alcohol and Decision Making – Alcohol, Driving, and Injuries	1 Day
4	Identify pressures that tempt teens to drink. ● Identify ways to resist pressures to drink.	Pressure to Drink and Deciding Not to Drink	1 Day
5	Compare physical and psychological dependence. ● Identify factors that can relate to alcoholism. ● Describe how a person can overcome alcoholism.	Alcoholism	1 Day
6	Demonstrate 8 th grade health content knowledge through a comprehensive review activity.	Review	1 Day
7	Demonstrate 8 th grade health content knowledge through a comprehensive assessment.	Test	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students’ intrinsic motivations ● Consult with parents to accommodate students’ interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

	<ul style="list-style-type: none">● Allow spelling errors			
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Unit #8**Content Area: Health****Unit Title: Medicines and Illegal Drugs****Grade Level: 8**

Core Ideas: This unit will help students to learn how to use medicine safely, understand the risks of abusing drugs, and avoid dangerous drugs. This unit describes several illegal drugs in detail and offers tips on how to avoid these drugs. In addition, this unit discusses where to go to get help for a drug problem.

Unit #8 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSLs)**

2.3.8.ATD.1	Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically
2.3.8.ATD.2	Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
2.3.8.ATD.3:	Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
2.3.8.ATD.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
2.3.8.ATD.5	Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ETW.3:	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Talk about Patrick Soon-Shiong revolutionized the pancreas transplant surgery for severe diabetics.)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Talk about how tobacco companies have used athletes to market their products like Jackie Robinson.)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Learn about Florence Nightingale's impact on the medical profession.)

Companion Standards

NJLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

Unit Essential Question(s):

- What are the risks involved with current drugs, their use and abuse?
- How can I recognize the difference between drug use and abuse?
- Why do some teens choose to begin using drugs?
- What are the symptoms and stages of dependency?
- How can I utilize my knowledge and skills to make healthy decisions for myself?
- How can illegal or misused drugs affect my personal health?
- What are the legal consequences of using prescription or illegal drugs?
- What can I do to tell others that I am not interested in using illegal drugs?
- How does someone become addicted to drugs, and what are the signs of addiction?

Unit Enduring Understandings:

- There are short and long term effects on the body when using illegal drugs.
- There are dangers and legal implications when using illegal drugs.
- There are methods and resources available to help people deal with the pressures of using drugs.
- There are stages of addiction and dependency, and these will impact the family and society

Evidence of Learning

Formative Assessments: • Pre-assessment survey • Teacher observation • Written responses • Class Discussions • Class work • Role Playing / Refusal Skills

Summative/Benchmark Assessment(s): • Directed Reading. • Concept Review • Quizzes • Tests

Alternative Assessments: • Oral Reports • Exhibitions • Portfolios

Resources/Materials:

www.dcmp.org
www.discoveryeducation.com
www.kidshealth.com
www.neok12.com
www.drugfreeworld.org

Key Vocabulary:

- Addiction
- Dependency
- Withdrawal
- Stimulants
- Depressants

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 15 Days
1	Identify and explain a drug's effects on the body and brain. • Name and explain the factors that influence a drug's effects.	What are Drugs? Using Drugs as Medicine	1 Day
2	Recognize the stages of addiction and dependency and realize these will impact the individual, the family and society.	Drug Abuse and Addiction	1 Day
3	Identify the dangers and explain the effects of using illegal drugs such as inhalants, marijuana, stimulants, anabolic steroids, narcotics, and hallucinogens.	Stimulants and Depressants	1 Day
4	Identify the dangers and explain the effects of using illegal drugs such as inhalants, marijuana, stimulants, anabolic steroids, narcotics, and hallucinogens.	Marijuana and Opiates	1 Day

5	Identify the dangers and explain the effects of using illegal drugs such as inhalants, marijuana, stimulants, anabolic steroids, narcotics, and hallucinogens.	Hallucinogens and Inhalants	1 Day
6	Identify the dangers and explain the effects of using illegal drugs such as inhalants, marijuana, stimulants, anabolic steroids, narcotics, and hallucinogens.	Designer Drugs	1 Day
7	Identify the dangers and explain the effects of using illegal drugs such as inhalants, marijuana, stimulants, anabolic steroids, narcotics, and hallucinogens.	Heroin	1 Day
8	Identify the dangers and explain the effects of using illegal drugs such as inhalants, marijuana, stimulants, anabolic steroids, narcotics, and hallucinogens.	Anabolic Steroids	1 Day
9	Identify ways to deal with pressure to use illegal drugs and determine alternatives to taking drugs.	Drug Poster Project	2 Days
10	Identify ways to deal with pressure to use illegal drugs and determine alternatives to taking drugs.	Staying Drug Free	1 Day
11	Identify ways to deal with pressure to use illegal drugs and determine alternatives to taking drugs.	Getting Help	1 Day
12	Demonstrate 8 th grade health content knowledge through a comprehensive review activity.	Review	2 Days
13	Demonstrate 8 th grade health content knowledge through a comprehensive assessment.	Test	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed 	<ul style="list-style-type: none"> Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

	<ul style="list-style-type: none">● Allow spelling errors			
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Unit #9**Content Area: Health****Unit Title: – Infectious Diseases****Grade Level: 8**

Core Ideas: This unit will help students learn about infectious diseases and how diseases are spread. Students will also learn how medications are used to treat infections.

Unit #9 - Standards**Standards (Content and Technology):****CPI#: Statement:****Performance Expectations (NJSLs)**

2.3.8.HCDM.1	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
2.3.8.HCDM.2	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
2.3.8.HCDM.4	Describe the signs, symptoms, and potential impacts of STIs (including HIV).
2.3.8.HCDM.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
2.3.8.HCDM.6	Explain how the immune system fights disease.
2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.2.8.ED.2:	Identify the steps in the design process that could be used to solve a problem.
8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history (In Health, we discuss the scientific contributions made by Dr. David Ho (Taiwanese-American). Dr. Ho has been engaged in HIV/AIDS research since the beginning of the pandemic, and formed the foundation for their pioneering effort to treat HIV early with the use of antiretroviral therapy. Dr. Ho has developed strategies to prevent HIV transmission.)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (In Health, we discuss the scientific contributions made by Dr. Malcolm John, an infection disease specialist.)
LGBTQ	inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (In Health, we discuss the scientific contributions made by Ayesha Verrall, an infection disease specialist with and an expert in international health.)

Companion Standards

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

Unit Essential Question(s):

- What is a infectious disease?
- What is the relationship between risk factors and infectious diseases?
- What are strategies for preventing noninfectious diseases?
- How are genes related to hereditary diseases?
- What are examples of hereditary diseases?
- How are metabolism and nutrition related to disease?
- What are examples of metabolic diseases?
- What are ways to prevent metabolic diseases?
- What does it mean to have an allergy?
- How are allergies and autoimmune diseases treated?
- How is the growth of cancer cells different from the growth of normal cells?
- Identify three ways to treat cancer
- Identify possible sources of environmental poison
- Describe how environmental poisons may cause disease.
- Explain how accidents and injuries may cause disease.
- Identify strategies to prevent accidents and minimize injuries.

Unit Enduring Understandings:

- infectious diseases that are not caused by a virus or a living organism.
- A sign of a disease is something another person can see or measure.
- A symptom of a disease is a feeling of pain or discomfort you have when you are sick.
- Many noninfectious diseases cannot be prevented.
- A risk factor is a characteristic or behavior that raises a person's chances of getting a noninfectious disease.
- Some infectious diseases can be prevented.
- Most infectious diseases cannot be cured, but they can be treated.
- A hereditary disease is caused by defective genes inherited from a child from one or both parents.
- An allergy is an overreaction of the immune system to something in the environment.
- An autoimmune disease is a disease in which a person's immune system attacks certain cells, tissues, or organs.
- Cancer is a disease in which cells grow uncontrollably and invade and destroy healthy tissue.
- Malignant tumors are cancerous and benign tumors are not cancerous.
- A toxin is a poison produced by a living organism.
- A traumatic injury is an injury that is caused by physical force.

Evidence of Learning

Formative Assessments: ● Pre-assessment survey ● Teacher observation ● Written responses ● Class Discussions ● Class work ● Role Playing / Refusal Skills

Summative/Benchmark Assessment(s): ● Directed Reading. ● Concept Review ● Quizzes ● Tests

Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios

Resources/Materials:

www.dcmp.org
www.discoveryeducation.com
www.kidshealth.com
www.neok12.com
www.cdc.gov

Key Vocabulary:

- HIV
- AIDS
- CANCER
- Hereditary

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 9 Days
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1	Identify and describe the types and causes of infectious diseases and how to try and stay safe from them.	What is an Infectious Disease	1 Day
2	Identify and describe the types and causes of infectious diseases and how to try and stay safe from them.	Defenses Against Infectious Diseases	1 Day
3	Identify and describe the types and causes of infectious diseases and how to try and stay safe from them.	Common Bacterial Infections	1 Day
4	Identify and describe the types and causes of infectious diseases and how to try and stay safe from them.	Common Viral Infections	1 Day
5	Identify and describe the types and causes of infectious diseases and how to try and stay safe from them.	Sexually Transmitted Diseases	1 Day
6	Identify and describe the types and causes of infectious diseases and how to try and stay safe from them.	HIV and AIDS	1 Day
7	Identify and describe the types and causes of infectious diseases and how to try and stay safe from them.	Preventing the Spread of Infectious Diseases	1 Day
8	Demonstrate 8 th grade health content knowledge through a comprehensive review activity.	Review	1 Day
9	Demonstrate 8 th grade health content knowledge through a comprehensive assessment.	Test	1 Day

Teacher Notes:**Additional Resources:****Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed ● Allow spelling errors 	<ul style="list-style-type: none"> Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

Unit #10**Content Area: Health****Unit Title: – Noninfectious Diseases****Grade Level: 8**

Core Ideas: This unit discusses different types of noninfectious diseases, such as hereditary diseases, nutritional diseases, allergies, autoimmune diseases, and cancer. Students will learn about risk factors associated with noninfectious diseases, ways to prevent noninfectious diseases, and how noninfectious diseases are treated. Environmental dangers such as poisons, toxins, and injuries are discussed.

Unit #10 - Standards**Standards (Content and Technology):**

CPI#:	Statement:
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Performance Expectations (NJSL)

2.3.8.HCDM.1	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
2.3.8.HCDM.2	Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
2.3.8.HCDM.3	Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
2.3.8.HCDM.4	Describe the signs, symptoms, and potential impacts of STIs (including HIV).
2.3.8.HCDM.5	Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
2.3.8.HCDM.6	Explain how the immune system fights disease.
2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ETW.3:	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Medical Doctors that have contributed to the field include: Abraham Verghese, MD)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history (A lot of what we know about diseases comes from our research of the cells of Henrietta Lacks, who was never given actual credit for her donation to the medical world.)
LGBTQ	inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Medical Doctors that have contributed to the field include: Joseph Sonnabend)

Companion Standards

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Interdisciplinary Connection

6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).

Unit Essential Question(s):

- What is a noninfectious disease?
- What is the relationship between risk factors and noninfectious diseases?
- What are strategies for preventing noninfectious diseases?
- How are genes related to hereditary diseases?
- What are examples of hereditary diseases?
- How are metabolism and nutrition related to disease?
- What are examples of metabolic diseases?
- What are ways to prevent metabolic diseases?
- What does it mean to have an allergy?
- How are allergies and autoimmune diseases treated?
- How is the growth of cancer cells different from the growth of normal cells?
- Identify three ways to treat cancer
- Identify possible sources of environmental poison
- Describe how environmental poisons may cause disease.
- Explain how accidents and injuries may cause disease.
- Identify strategies to prevent accidents and minimize injuries

Unit Enduring Understandings:

- Noninfectious diseases that are not caused by a virus or a living organism.
- A sign of a disease is something another person can see or measure.
- A symptom of a disease is a feeling of pain or discomfort you have when you are sick.
- Many noninfectious diseases cannot be prevented.
- A risk factor is a characteristic or behavior that raises a person's chances of getting a noninfectious disease.
- Some noninfectious diseases can be prevented.
- Most noninfectious diseases cannot be cured, but they can be treated.
- A hereditary disease is caused by defective genes inherited from a child from one or both parents.
- An allergy is an overreaction of the immune system to something in the environment.
- An autoimmune disease is a disease in which a person's immune system attacks certain cells, tissues, or organs.
- Cancer is a disease in which cells grow uncontrollably and invade and destroy healthy tissue.
- Malignant tumors are cancerous and benign tumors are not cancerous.
- A toxin is a poison produced by a living organism.
- A traumatic injury is an injury that is caused by physical force.

Evidence of Learning

Formative Assessments: ● Pre-assessment survey ● Teacher observation ● Written responses ● Class Discussions ● Class work ● Role Playing / Refusal Skills

Summative/Benchmark Assessment(s): ● Directed Reading. ● Concept Review ● Quizzes ● Tests

Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios

Resources/Materials:

www.dcmp.org
www.discoveryeducation.com
www.kidshealth.com
www.neok12.com
www.cdc.gov

Key Vocabulary:

- HIV
- AIDS
- CANCER
- Hereditary

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 7 Days
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1	Explain what a noninfectious disease is. • Explain the relationship between risk factors and noninfectious diseases. • Identify strategies for preventing noninfectious diseases.	Disease and Disease Prevention	1 Day
2	Describe how genes are related to hereditary diseases. • Describe how metabolism and nutrition are related to disease. Midland Park School District • Identify examples and ways to treat metabolic diseases.	Hereditary Diseases and Metabolic and Nutritional Diseases	1 Day
3	Describe ways to treat allergies and autoimmune diseases.	Allergies and Autoimmune Diseases	1 Day
4	Explain how the growth of cancer cells is different from the growth of normal cells.	Cancer	1 Day
5	Describe how environmental poisons may cause disease. • Explain how accidents and injuries may cause disease.	Chemicals and Poisons and Accidents and Injuries	1 Day
6	Demonstrate 8 th grade health content knowledge through a comprehensive review activity.	Review	1 Day
7	Demonstrate 8 th grade health content knowledge through a comprehensive assessment.	Test	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Accept participation at any level, even one word • Modified assessments/assignments, as needed • Give tests orally, as needed • Allow spelling errors 	<ul style="list-style-type: none"> • Provide extension activities • Build on students' intrinsic motivations • Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> • Provide extended time to complete tasks • Consult with Guidance Counselors and follow I&RS procedures/action plans • Consult with classroom teacher(s) for specific behavior interventions • Provide rewards as necessary 	<ul style="list-style-type: none"> • Allow errors • Rephrase questions, directions, and explanations • Allow extended time to answer questions • Provide one-on-one assistance • Accept participation at any level • Consult with Case Managers and follow IEP accommodations/modifications

Unit #11**Content Area: Health****Unit Title: – Personal Wellness and Awareness****Grade Level: 8**

Core Ideas: This unit provides students with the knowledge and understanding needed to make personal wellness and awareness decisions regarding Career Education, Accident and Fire Prevention, Bullying, Domestic Violence and Child Abuse, Sexual Assault Prevention, Suicide Prevention, Lyme Disease, Stress Abstinence, Dating Violence, Breast Self-Examination, Cancer Awareness, Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids

Unit #11 - Standards**Standards (Content and Technology):**

CPI#:	Statement:
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Performance Expectations (NJSL)

2.1.8.CHSS.1:	Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
2.1.8.CHSS.2:	Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
2.1.8.CHSS.3:	Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
2.1.8.CHSS.4	Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
2.1.8.CHSS.5:	Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
2.1.8.CHSS.7	Collaborate with other students to develop a strategy to address health issues related to climate change.
2.3.8.HCDM.7	Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

Career Readiness, Life Literacies, and Key Skills

9.1.8.PB.5:	Identify factors that affect one's goals, including peers, culture, location, and past experiences.
9.2.8.CAP.1:	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2:	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.9:	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.

Computer Science and Design Thinking

8.2.8.ITH.1:	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
8.2.8.ETW.3:	Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact.

Intercultural Statements (Amistad, Holocaust, LGBT, etc...)

AAPI	To infuse the history of Asian American Pacific Islanders into the health curriculum in order to provide an accurate, complete and inclusive history. (Explain how personal wellness has helped athletes struggling with mental health like Chloe Kim)
Amistad	To infuse the history of Africans and African-Americans into the health curriculum in order to provide an accurate, complete and inclusive history. (Explain how personal wellness has helped athletes struggling with mental health like Imani Boyette)
LGBTQ	An inclusive curriculum benefits <i>all</i> students by promoting acceptance and respect, and teaching them more about the diverse people and families in the world. (Explain how personal wellness has helped athletes struggling with mental health like Ryan O'Callaghan)

Companion Standards

NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
Interdisciplinary Connection	
6.3.8.CivicsH R.1:	Construct an argument as to the source of human rights and how they are best protected.
6.3.8.EconET. 1: U	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).
Unit Essential Question(s): <ul style="list-style-type: none"> ● Why is CPR and AED training important? ● How often should an adult woman perform a Breast Self-Exam? ● What types of cancer are common in teens? ● What are the implications of using and abusing Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids ● What is Lyme Disease? ● What is Sexual Assault and Dating Violence? ● What is Suicide and how to prevent it? ● What are common ways to prevent accidents and fires? ● How do we prevent bullying? ● What is Domestic Violence and Child Abuse? ● What is abstinence? 	Unit Enduring Understandings: <p>CPR and AED training is important because it helps save lives.</p> <ul style="list-style-type: none"> ● An adult woman should perform a Breast Self-Exam once a month. ● Common cancers in teens are Hodgkin Lymphoma, Testicular Cancer, and Sarcomas. ● Drugs, Alcohol, Tobacco, CDS, and Steroids are all readily used and abused. ● Lyme Disease is transmitted to humans from an infected tick ● Sexual Assault and Dating Violence are common in teens. ● Suicide is the taking of one's life. It can be prevented by noticing the signs that someone is struggling. ● Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. Midland Park School District ● Domestic Violence is violence amongst family members. ● Child Abuse is abuse or neglect directed at a child. ● Abstinence is abstaining from having sex.
Evidence of Learning	
Formative Assessments: ● Pre-assessment survey ● Teacher observation ● Written responses ● Class Discussions ● Class work ● Role Playing / Refusal Skills Summative/Benchmark Assessment(s): ● Directed Reading. ● Concept Review ● Quizzes ● Tests Alternative Assessments: ● Oral Reports ● Exhibitions ● Portfolios	
Resources/Materials: https://www.redcross.org/ https://www.nationalbreastcancer.org/breast-self-exam https://www.cancer.gov/types/aya http://headsup.scholastic.com/teachers/14-drug-education-activities https://www.cdc.gov/lyme/index.html https://www.loveisrespect.org/understanding-teen-dating-violence-and-sexual-assault/ https://save.org/ https://www.usfa.fema.gov/prevention/ https://www.stopbullying.gov/ https://injury.research.chop.edu/violence-prevention-initiative/types-violence-involvingyouth/domestic-violence-and-child-abuse#.XegKi-3Yq00	Key Vocabulary: <ul style="list-style-type: none"> - AED - CPR - Abstinence - Self-Exam

<https://www.kff.org/womens-health-policy/fact-sheet/abstinence-education-programs-definition-funding-and-impact-on-teen-sexual-behavior/>

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete Entire Unit: 5 Days
1	Describe and perform CPR and AED skills. ● Describe how Lyme Disease is transmitted.	CPR/AED and Accident and Fire Prevention, Lyme Disease	1 Day
2	Identify how an adult woman should perform a Breast Self-Exam. ● Describe common cancers in teens are Hodgkin Lymphoma, Testicular Cancer, and Sarcomas.	Cancer Awareness and Breast Self-Exam	1 Day
3	Identify ways suicide can be prevented by noticing the signs that someone is struggling. ● Define Bullying as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance.	Bullying and Suicide Prevention	1 Day
4	Explain why Sexual Assault and Dating Violence are common in teens. ● Identify common signs of Domestic Abuse and Child Abuse ● Explain why abstinence is the best way to prevent sexually transmitted diseases and unwanted pregnancies.	Sexual Assault, Dating Violence, Domestic Violence, Child Abuse, and Abstinence	1 Day
5	Explain how Drugs, Alcohol, Tobacco, CDS, and Steroids are all readily used and abused.	Drugs, Alcohol, and Tobacco	1 Day

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners	Gifted and Talented Students	Students at Risk	504 Students
<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications 	<ul style="list-style-type: none"> ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Accept participation at any level, even one word ● Modified assessments/assignments, as needed ● Give tests orally, as needed 	<ul style="list-style-type: none"> ● Provide extension activities ● Build on students' intrinsic motivations ● Consult with parents to accommodate students' interests in completing tasks at their level of engagement 	<ul style="list-style-type: none"> ● Provide extended time to complete tasks ● Consult with Guidance Counselors and follow I&RS procedures/action plans ● Consult with classroom teacher(s) for specific behavior interventions ● Provide rewards as necessary 	<ul style="list-style-type: none"> ● Allow errors ● Rephrase questions, directions, and explanations ● Allow extended time to answer questions ● Provide one-on-one assistance ● Accept participation at any level ● Consult with Case Managers and follow IEP accommodations/modifications

	<ul style="list-style-type: none">● Allow spelling errors			
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