

# Unit\_04\_: Community Health Services and Support

Content Area: **Physical Education/Health**  
Course(s):  
Time Period: **Marking Period**  
Length: **1 week (5 lessons)**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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Health will provide students with the physical and health literacy that enables them to pursue a life of wellness. The knowledge and skills gained throughout the course will help them to pursue healthy habits and productive lives at home, school and throughout their community. During the eighth grade curriculum the students will focus on "Personal Growth and Development", "Personal Safety", "Social Health", "Sexual Health", "Pregnancy and Parenting", "Health Conditions, Diseases and Medicine", and "Community Health Services and Support".

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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## **CONTENT AREA STANDARDS**

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HE.6-8.2.1.8.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.
HE.6-8.2.1.8.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.
HE.6-8.2.1.8.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.
HE.6-8.2.1.8.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.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.SL.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

LA.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
LA.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
TECH.9.4.8.IML.10	Examine the consequences of the uses of media (e.g., RI.8.7).
TECH.9.4.8.IML.11	Predict the personal and community impact of online and social media activities.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- anyone under the age of 18 is considered a "minor" in the state of New Jersey.
- under NJ AIDS Assistance Act a “minor” is a person under age 12.
- N.J. Stat. Ann. § 9:17A-4, N.J. Stat. Ann. § 9:17A-4, N.J. Stat. Ann. § 9:17A-4, N.J. Stat. Ann. § 9:17A-1 are a few of the laws that exist for minors so that they can seek medical support without a parents consent.
- N.J. Stat. Ann. § 9:17A-1 allows a pregnant minor to receive care without a parents consent.
- N.J. Stat. Ann. § 9:17A-4 allows a minor to seek drug/alcohol treatment without the consent of a parent.
- N.J. Stat. Ann. § 9:17A-4 allows a minor to seek medical attention for an STI without the consent of a parent.
- N.J. Admin. Code § 13:42-8.6 licensed psychologists do not need to inform a parent in regards to the minor’s STD, termination of pregnancy, or substance abuse or any other information that may may affect the minor's health.
- a parent or trusted adult (i.e, school nurse, health teacher, school counsellor) can provide you with or direct you to a place to find accurate information, testing and treatment for STI's.
- medically accurate information can be obtained by contacting a family doctor or someone recommended by your health care provider.
- the United States Department of Health and Human Services provides numerous resources for child sex abuse through Child Welfare Information Gateway.
- Morris Family Justice center provides numerous resources for child sex abuse in Morris County.

## **Procedural Knowledge**

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Students will be able to:

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.

Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.

- define minor for the state of New Jersey and Federal Government.
- identify laws related to the age of consent, confidentiality or minors, and access to healthcare services.
- describe laws related to the age of consent, confidentiality of minor.

Identify medically accurate sources of information, testing and treatment for STIs.

Identify community resources and/or other sources of support that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

- identify where to find accurate information, testing and treatment for STI's
- identify community resources and support for minors that are sexually harassed, abused, assaulted, exploited or trafficked.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Questions that may be addressed but not limited to are:

Where can I find accurate information and support in regards to my health?

What laws have been created to protect my privacy and access to medical care?

Other resources:

- observation

- one-on-one conferences
- questioning
- graphic organizers
- anecdotal notes
- self-assessments
- exit tickets

## **Summative Assessments**

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Questions that may be addressed but not limited to are:

Where can I find accurate information and support in regards to my health?

What laws have been created to protect my privacy and access to medical care?

Other resources:

- graphic organizers
- open ended writing activities
- homework
- culminating activities, i.e., skits, presentations, creating a product
- tests/quizzes

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Health Textbook - Bronson, Mary H. et al. *teen health*. Columbus: McGraw-Hill Education; 2014.

<https://www.loveisrespect.org/resources/what-consent-does-and-doesnt-look-like/>

[https://njaap.org/wp-content/uploads/2019/07/New-Jersey-AYAH-Confidentiality-Guide\\_Final.pdf](https://njaap.org/wp-content/uploads/2019/07/New-Jersey-AYAH-Confidentiality-Guide_Final.pdf) (\*scroll to page 13 for table containing NJ laws and Federal Laws)

<https://morrisfjc.org/resources/>

<https://childwelfare.gov/>

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - implementation of conventions of Standard English, information writing

Technology/Multi-Media - audio/visual media analysis, creating products using technology, Google

Math - categorizing, statistics, computations

Visual and Performing Arts - debate, presentations

Science - biology

Social Studies - community services

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.