# Cover Page Health 8

Content Area:
Course(s): **PE/HEALTH**
Time Period:
Length: **48 Days**
Status: **Not Published**

## Title Page, Table of Contents, Statement of purpose

**Health Grade 8**

Content Area: Health
Course(s): Grade 8
Time Period: Academic Year
Length: 48 Lessons or 1 Marking Period of time
Status: Not Published

### Summary of the Curriculum

The eighth grade Health Curriculum is designed to help students increase their knowledge and help develop skills necessary to make safe, responsible and smart decisions concerning their health. The curriculum was created to provide students with the resources to make safe, thorough and diligent decisions in the areas of personal health, sexual health and lifelong fitness. It also provides students with information on mental and emotional health and services available in the community to assist them now and in the future.

### Table of Contents

Unit 01: Responsibility and Decision Making

Unit 02: Social Health, Personal Health, and Relationships

Unit 03: Mental & Emotional Health

Unit 04: Health Conditions, Diseases and Medicines

Unit 05: Physical & Lifelong Fitness

Unit 06: Alcohol, Tobacco and Drugs

## Student Outcomes

After successfully completing this course, the student will:

Understand the importance of personal wellness.

Identify and understand healthy (& unhealthy) relationships

Demonstrate effective communication skills

Define gender identity, gender expression and sexual orientation

Identify resources available in the community to assist with health conditions

Compare and Contrast stress management strategies

Identify STI's; treatment, prevention and resources available

Types of contraception

Evaluate risk factors for disease and health conditions

Create a fitness plan using the FITT Principle

Describe state and federal laws in regards to children and adolescents

## NJ Student Learning Standards

| | |
|---|---|
| HE.6-8.2.2.8.LF | Lifelong Fitness |
| HE.6-8.2.1.8 | Personal and Mental Health |
| HE.6-8.2.3.8 | Safety |
| HE.6-8.2.1.8.EH | Emotional Health |
| HE.6-8.2.1.8.PP | Pregnancy and Parenting |
| HE.6-8.2.2.8.PF | Physical Fitness |
| HE.6-8.2.3.8.HCDM | Health Conditions, Diseases and Medicines |
| HE.6-8.2.1.8.CHSS | Community Health Services and Support |
| HE.6-8.2.3.8.ATD | Alcohol, Tobacco and other Drugs |
| HE.6-8.2.1.8.SSH | Social and Sexual Health |

# Unit 01: Responsibility & Decision Making

Content Area:
Course(s):  **PE/HEALTH**
Time Period:
Length:  **4 Days**
Status:  **Not Published**

## Summary of the Unit

This unit seeks to have students define responsibility and acknowledge the decision making process. Students will analyze influences on their decisions and ways to make healthy choices within their own health triangles. Students will also recognize unsafe situations such as sexual assault, sex trafficking and laws created to protect our youth.

## Enduring Understandings

Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.

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

Responsible actions regarding sexual behavior impact the health on oneself and others.

The values acquired from family, culture, personal experiences, and friends impacts all types of relationships.

Every health related decision has short and long term consequences and affects the ability to reach health goals.

Social and emotional development impacts all components of wellness.

## Essential Questions

What are the physical/emotional/social benefits of choosing abstinence?

Where can I get reliable information concerning sexuality?

What is the difference between gender identity and gender expression?

Who or what has an influence on decision making?

What resources are available in school and the community?

What is the cycle of abuse?

What are signs of dating violence?

## Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Formal Assessments.

## Resources

Health Text

HealthSMART workbooks

Toner workbooks

Glencoe Teen Health

Glossary ([https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf](https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf))

Discovery Education

BrainPop

Scholastic

Current Health Magazines

NJ.gov

## Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments | Standards |
|---|---|---|---|---|
| **1 Day**<br>**Responsibility** | Define responsibility and assess personal roles | Define responsibility. Determine personal responsibilities. Discuss at what age someone can be considered responsible.<br><br>Discuss how various careers have different responsibilities. | Responsibility Debate worksheet/discussion<br><br>Career responsibility Frayer Model. | 2.3.8.PS.1 |
| **1 Day**<br>**Lifestyle factors & Risk behaviors** | Identify lifestyle factors and risk behaviors | View presentation. Define lifestyle factors and risk behaviors. Discuss how positive lifestyle factors are beneficial and risk behaviors can put is in pressure situations. | Make a list of 5 positive lifestyle factors you practice and 5 negative risk behaviors. Evaluate how you can improve upon your decision making. | 2.3.8.PS.3<br>2.1.8.CHSS.1<br>2.1.8.CHSS.3<br>2.1.8.CHSS.5 |
| **1 Day**<br>**Decision Making Process** | List the decision-making process and explain each step | View presentation. Identify the steps in the decision-making process. Discuss situations and how each step is important to the final decision. | Small group decision making scenarios | 2.1.8.PGD4 |
| **1 Day**<br>**Influences on your decision making** | Identify factors that influence your decision making. | Discuss who or what affects the decisions that you make. As a class debate the influence of various popular influencers, celebrities, shows, games etc. | Write a response to one of the topics discussed and support why you believe it is a positive or negative influence on your decision making. | |

| 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.6-8.2.3.8.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). |
| 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.6-8.2.3.8.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). |
| HE.6-8.2.1.8.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). |
| 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. |
| HE.6-8.2.3.8.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). |
| HE.6-8.2.1.8.PGD.4 | Analyze the relationship between healthy behaviors and personal health. |

## Suggested Modifications for IEP/504 Eligible, ML, At Risk and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.

- Alter assignment lengths if necessary.

- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.

- Students should be provided with graphic organizers during annotations and discussions.

- Check for understanding by conferencing with the teacher.

- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.

- Repeat and clarify any directions given.

- Allow for preferential seating within groups and the whole class.

- Modify amount of vocabulary words used

- Read chapter tests aloud/test orally

## Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

- Peer reviews are to be commented on mini papers through Google Documents

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 02: Social Health, Personal Health & Relationships

Content Area:
Course(s):　　　**PE/HEALTH**
Time Period:
Length:　　　　**14 Days**
Status:　　　　**Not Published**

## Summary of the Unit

In this Unit students will evaluate their ability to communicate and interact with others efficiently. Students will identify different types of relationships as well as positive and negative characteristics. Students will develop a plan for respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions.

## Enduring Understandings

Responsible actions regarding behavior can impact the development and health of oneself and others.

There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

Inclusive schools and communities are accepting of all people and make them feel welcome and included.

Relationships are influenced by a wide variety of factors, individuals, and behaviors.

There are factors that contribute to making healthy decisions about sex.

## Essential Questions

What different types of relationships exist in your life?

How can you identify signs of an abusive relationship?

How do we communicate?

How does communication differ between cultures?

Explain the difference between gender identity, gender expression and sexual orientation

## Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

## Resources

Health Text

HealthSMART workbooks

Glossary　 ([https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)](https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf))

ResourcesInternet/YouTube
Scholastic Choices Magazine
Kidshealth.org
BrainPop

Jr.EDPuzzles
DiscoveryEd.com
Kahoot
www.safersmarteens.com
www.advocateforyouth.com

## Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments | Standards |
|---|---|---|---|---|
| **1 Day**<br>**Verbal and Non-verbal communication** | Define verbal and non-verbal communication | Make a list of the ways in which we communicate. Categorize that list as verbal and non-verbal. Define verbal and no verbal and revisit initial list. | Activity 12: Name Calling | 2.1.8.SSH.3 |
| **1 Day**<br>**Effective communication strategies** | Identify effective communication strategies and discuss how and why miscommunicatio n occurs | Partner Drawing Activity. Make a list of do's and don'ts when communication. Discuss the impact communication in a world of technology. | Are you an effective communicator? Worksheet<br><br>Listen to me! RC -40<br><br>Peanut butter and jelly - Activity 17<br><br>Activity 25: One way communication | 2.1.8.SSH.3 |
| **1 Day**<br>**PAA** | Define passive, aggressive and assertive communication. | Define and give examples of passive, aggressive and assertive communication. Given examples, choose what form of communication is being used. | Taking Charge RC-47<br><br>Passive, aggressive or assertive? RC-46 | 2.1.8.SSH.3 |
| **1 Day**<br>**I Statements** | Compare and contrast "you" vs. "I" statements. Write effective "I" messages | Define "I" statements. Discuss why "I" statements are more effective and how to write them. | "I" Statements RC-50 | 2.1.8.SSH.3 |
| **1 Day**<br>**Refusal Skills** | Identify strategies for applying effective refusal skills | Review positive and negative peer pressure situations. Discuss realistic refusal skills and how to apply them. | Small group dialogue activity | 2.1.8.SSH.3 |
| **1 Day**<br>**Communication within relationships** | Analyze the importance of communication in relationships | Discuss why communication is important in relationships. Compare and contrast how your communication changes amongst different relationships. | List your "5" people. Explain how your communication is different or the same between those five people. | 2.1.8.SSH.3 |

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| **1 Day Relationships** | Evaluate types of relationships | Read Glencoe 22-27. Define relationships, family and extended family. Discuss different family dynamics.<br><br>Complete an about me and compare similarities and differences about ourselves. Discuss how relationships are formed. | Lesson 3 Review Questions<br><br>Who I am Worksheet<br><br>https://studentsupportaccelerator.com/tutoring/instruction/relationship-building/relationship-building-activities | 2.1.8.SSH.5 |
| **1 Day Gender Roles** | Define and differentiate between gender identity, gender expression and sexual orientation | Read Glencoe Healthy Relationships and Sexuality Pg. 40-49<br><br>Define gender identify, gender expression and sexual orientation. Discuss the difference between sexual orientation and gender identity. Read KidsHealth<br><br>https://kidshealth.org/en/teens/sexual-orientation.html | KidsHealth Worksheet Questions<br><br>Lesson 2 Review Questions<br><br>HealthSmart Vocabulary Lesson | 2.1.8.SSH.1 |
| **1 Day Peer Relationships** | Explain the difference between peers, acquaintances and friendships. | Read Glencoe pg 28-35. Define peers, acquaintances and friendships. Discuss how these relationships differ. | Lesson 4 Review Questions<br><br>Surrounded RC-21<br><br>Friendship project Choose a fictional or non-fictional character who you feel portrays qualities of a good friends. | 2.1.8.SSH.5 |
| **1 Day Dating Relationships** | Evaluate the transition from a peer relationship to a dating relationship. | Read Glencoe pg 38-41 Discuss the transition from a peer relationship to a dating relationship. Discuss how relationships change during middle school. | Lesson 1 Review Questions | 2.1.8.SSH.5<br>2.1.8.SSH.7 |
| **1 Day Healthy vs. Unhealthy relationships** | Identify qualities of good and bad relationships. | Brainstorm qualities of a good and bad relationships. Read KidsHealth Healthy Relationships https://kidshealth.org/en/teens/healthy-relationship.html | Healthy vs. unhealthy relationships checklist | 2.1.8.SSH.3 |

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| **1 Day**<br>**Sexual assault**<br>**and sexual**<br>**agency** | Define sexual assault and sexual agency. Evaluate the impact of sexual violence on sexual health | Define sexual agency.<br><br>Define sexual assault. Discuss dating violence and what it may look like. Read Glencoe 130-135. Define the three different types of violence. Discuss the impact of each on a person's physical, mental/emotional and social health. Identify resources available to assist those impacted by violence. | Sexual Agency Representation Worksheet<br><br>https://www.advocatesforyouth.org/<br><br>Effects of violence chart/Frayer model | 2.3.8.PS.2<br>Dating Violence Education (N.J.S.A. 18A: 35-4.23a)<br>2.1.8.SSH.8<br>2.1.8.CHSS.4 |
| **1 Day**<br>**Sex Trafficking**<br>**Sexual Violence**<br>**Law** | Identify strategies used by sex traffickers/exploiters<br><br>Identify laws designed to keep children and adolescents safe and their effectiveness | Discuss prior knowledge of sex trafficking. View statistics provided by www.ed.gov/sextrafficking<br><br>https://www2.ed.gov/documents/human-trafficking/human-trafficking-americas-schools.pdf | Safer, smarter teens Assignment(s) Lesson 6<br><br>https://safersmarterteens.org/wp-content/uploads/2022/07/SST_HS_TeacherGuide_Lesson6_2020_DigitalOnly.pdf | 2.3.8.PS.1<br>2.3.8.PS.4<br>2.3.8.PS.5<br>2.1.8.CHSS.2 |
| **1 Day**<br>**Plan of respect** | Develop a plan for respect of all people in the school community | View video https://www.youtube.com/watch?v=6gMi9mNtmBE<br><br>Discuss respect for yourselves and how we can develop a plan of respect for everyone in Sayreville middle school.<br><br>*Bring in SAC, Guidance to discuss a plan of respect* | Showing Respect worksheet | 2.1.8.SSH.2 |

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| 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.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. |
| HE.6-8.2.1.8.SSH.3 | Demonstrate communication skills that will support healthy relationships. |
| HE.6-8.2.1.8.SSH.7 | Identify factors that are important in deciding whether and when to engage in sexual behaviors. |
| HE.6-8.2.1.8.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). |
| HE.6-8.2.1.8.SSH.11 | Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). |
| HE.6-8.2.1.8.SSH.5 | Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. |
| HE.6-8.2.1.8.SSH.1 | Differentiate between gender identity, gender expression and sexual orientation. |

## Suggested Modifications for IEP/504 Eligible, ML, At Risk and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.

- Alter assignment lengths if necessary.

- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.

- Students should be provided with graphic organizers during annotations and discussions.

- Check for understanding by conferencing with the teacher.

- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.

- Repeat and clarify any directions given.

- Allow for preferential seating within groups and the whole class.

- Modify amount of vocabulary words used

- Read chapter tests aloud/test orally

## Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

- Peer reviews are to be commented on mini papers through Google Documents

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 03: Mental & Emotional Health

Content Area:
Course(s):         **PE/HEALTH**
Time Period:
Length:            **7 Days**
Status:            **Not Published**

## Summary of the Unit

This unit focuses on the learners mental and emotional health and how and it can affect a person's physical health and overall well-being. This unit will allow students to identify their own stressors and how to effectively manage them. Students will also identify types of mental health conditions and where resources are available for assistance.

## Enduring Understandings

Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.

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

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

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

Resources are available within the school and community to help individuals cope with mental and emotional issues.

## Essential Questions

What factors in my life affect my mental and emotional health?

What is stress?

How does stress affect my mental, emotional, and physical health?

How do stress levels differ from person to person?

Should the perception and treatment of mental illness be any different from physical illness?

What resources are available for assistance within the school and community?

## Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Formal Assessments.

## Resources

Health Text

HealthSMART workbooks

Glossary   (https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

ResourcesInternet/YouTube
Scholastic Choices Magazine
Kidshealth.org
BrainPop
Jr.EDPuzzles
DiscoveryEd.com
SAMHSA.gov
CDC.gov

## Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments | Standards |
|---|---|---|---|---|
| **1 Day** **Types of stress** | Identify the types of stress and their effect on the body. | Read Glencoe pg. 82-87 Define eustress and distress. Discuss how stress can affect the body. View Brain Pop Stress https://www.brainpop.com/english/study andreadingskills/stress/ | Lesson 3 Review<br><br>Good Stress vs. Bad Stress worksheet<br><br>How prone to distress are you?<br><br>Stressed out! SM-10 | 2.1.8.EH.1 |
| **1 Day** **Identifying stressors** | Define stressors and evaluate personal stressors. | Define stressors. Discuss how our level of stress and stressors differ from person to person. | Push the panic button SM-7<br><br>The comfort zone! SM-8<br><br>Stress and illness SM-29 & 30 | 2.1.8.EH.2 |
| **2 Days** **Stress Management** | Compare and contrast stress management strategies<br><br>Apply stress management strategies and evaluate the effectiveness. | Discuss ways to relieve stress. Choose one or two stress relief activities to participate in during a class period. | Stress Self Assessment – Students use one stress relief method they've learned about stress and apply it. | 2.1.8.EH.1 |
| **1 Day** **Emotions** | Evaluate emotions when dealing with difficult situations | Discuss our emotions. What factors can have an influence on our emotions? Discuss ways in which we deal with or deflect our emotions. | Emoji emotions<br><br>Coping with Emotions SM-41<br><br>Rate your Mental/Emotional Health - Ch. 4 Inventory | 2.1.8.CHSS.8 |
| **1 Day** **Mental Health Disorders** | Identify common mental health disorders | Read Glencoe pg 94-99 Discuss the stigma that surrounds mental health. Identify and describe common mental health disorders. | Lesson 1 Review<br><br>Activity 15 Applying Health Skills<br><br>Group Mental Health Project with presentations | Mental Health (N.J.S.A. 18A:35-4.39) |

| 1 Day Mental Health Support | Analyze factors that support mental and emotional health. Identify individuals, agencies or places in the community where assistance is available. | Discuss resources available in school, community, statewide and nationwide. Reflect on post pandemic life and the impact on youth mental health. | Formal Unit Assessment | 2.1.8.CGHSS.1 |
|---|---|---|---|---|

| HE.6-8.2.1.8.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). |
|---|---|
| HE.6-8.2.1.8.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). |
| HE.6-8.2.1.8.CHSS.8 | Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available. |
| HE.6-8.2.1.8.EH.2 | Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. |

## Suggested Modifications for IEP/504 Eligible, ML, At Risk and Gifted Students

Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.

- Alter assignment lengths if necessary.

- Provide additional examples of annotation and the signposts.

- Allow additional time when in full class discussing for processing and discussion.

- Students should be provided with graphic organizers during annotations and discussions.

- Check for understanding by conferencing with the teacher.

- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.

- Repeat and clarify any directions given.

- Allow for preferential seating within groups and the whole class.

- Modify amount of vocabulary words used

- Read chapter tests aloud/test orally

## Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

- Peer reviews are to be commented on mini papers through Google Documents

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 04: Health Conditions, Diseases and Medicines

Content Area:
Course(s):       **PE/HEALTH**
Time Period:
Length:          **6 Days**
Status:          **Not Published**

## Summary of the Unit

In this unit students will evaluate the risk factors associated with sexual activity. The types of sexually transmitted infections will be identified as well as their means of transmission. Students will analyze the effect of diseases within a community and what can be done to prevent and/or reduce spread.

## Enduring Understandings

Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.

The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

There are factors that contribute to making healthy decisions about sex.

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

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

Early detection strategies assist in the prevention and treatment of illness or disease

Responsible actions regarding sexual behavior impact the health on oneself and others.

## Essential Questions

In what ways can you help prevent the spread of disease in your house/school/town?

How can STI's be transmitted?

What is the only 100% effective way to prevent an STI?

What resources are available for treatment?

## Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

Formal Assessments.

## Resources

Health Text

HealthSMART workbooks

Glossary   ([https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)](https://www.nj.gov/education/standards/chp/Docs/2020_NJSLS-CHPE_6to8.pdf)

ResourcesInternet/YouTube
Scholastic Choices Magazine
Kidshealth.org
BrainPop
Jr.EDPuzzles
DiscoveryEd.com
cdc.gov

## Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments | Standards |
|---|---|---|---|---|
| **1 Day STI Types** | Identify the types of STI's | Read Glencoe 392-397 Identify the most common STI's. Begin STI Fact Chart | Lesson 3 Review Questions<br><br>SE-38 STD Fact Chart<br><br>HealthSmart STI Facts reading and questionnaire | 2.3.8.HCDM.4 |
| **2 Days STI Symptoms** | Identify the pathogen, transmission and signs/symptoms of common STI's. | Using the Glencoe text, complete the STD Fact Chart identifying the pathogen, location, transmission and symptoms of common STI's. Discuss where to find reliable information on sexual health. | Completed SE-38 Chart<br><br>STD Symptoms seek and find SE-37 | 2.1.8.CHSS.5 2.3.8.HCDM.4 |
| **1 Day Prevention of STI's** | Identify ways to prevent Sexually transmitted infections and responsible sexual health. | Identify ways to prevent STI's. Define Abstinence. Discuss the responsibilities of someone who is sexually active. | STI Scenarios | 2.3.8.HCDM.3 2.1.8.SSH.11 |
| **1 Day Sexual Health and decision making** | Evaluate the decision to become sexually active. | Discuss abstinence and the decision to become sexually active. Complete a personal decision making assignment evaluating an issue related to sexuality. | HealthSmart My Decision Assignment pg.42 | 2.1.8.SSH.7 2.1.8.SSH.8 |
| **1 Day Consent** | Define consent. Identify factors that can impair the ability to give or perceive consent. | Read Glencoe Healthy relationships and sexuality pg. 32-35<br><br>Identify NJ consent laws. | HealthSmart What is affirmative consent? Lesson 3<br><br>HealthSmart Let's stop sexual stereotyping! Lesson 2 | 2.1.8.SSH.8 |

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| HE.6-8.2.3.8.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). |
| 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.6-8.2.3.8.HCDM.5 | Compare and contrast behaviors, including abstinence, to determine the potential risk of |

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| | pregnancy and/or STIs (including HIV) transmission. |
| 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. |
| HE.6-8.2.1.8.SSH.7 | Identify factors that are important in deciding whether and when to engage in sexual behaviors. |
| HE.6-8.2.3.8.HCDM.4 | Describe the signs, symptoms, and potential impacts of STIs (including HIV). |
| HE.6-8.2.1.8.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). |
| HE.6-8.2.1.8.SSH.11 | Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). |

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- Allow additional time when in full class discussing for processing and discussion.

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- Allow for preferential seating within groups and the whole class.

- Modify amount of vocabulary words used

- Read chapter tests aloud/test orally

## Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.

- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

- Peer reviews are to be commented on mini papers through Google Documents

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## Cross Curricular/21st Century Connections

9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.

# Unit 05: Physical Health and Lifelong Fitness

Content Area:
Course(s):        **PE/HEALTH**
Time Period:
Length:           **10 Days**
Status:           **Not Published**

## Summary of the Unit

Lifelong Fitness requires making fitness a part of a person's daily life. It requires basic awareness of the body, first aid and injury prevention. In this unit students will identify the FITT principle and how to apply it to a person fitness program inclusive of any health conditions. Students will learn how to create short term and long term goals and how the use of technology can assist in their success.

## Enduring Understandings

A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)

Effective fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Community resources can provide participation in physical activity for self and family members.

Evaluating the potential for injury prior to engaging in unhealthy/risky behavior impacts choices.

Applying first-aid procedures can minimize injury and save lives.

## Essential Questions

Explain the FITT Principle

How can exercises be modified for varying levels of skill?

How can technology assist in your fitness goals?

Why is it important to be aware of basic first aid?

## Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

## Resources

Health Text

HealthSMART workbooks

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Kidshealth.org
BrainPop
Jr.EDPuzzles
DiscoveryEd.com

cdc.gov
health.gov
shapeamerica.org
Darebee Fitness

## Unit Plan

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments | Standards |
|---|---|---|---|---|
| **1 Day Skeletal/Muscular System** | Identify and label basic parts of the skeletal and muscular system. | Read Glencoe pg. 258-265 Identify the main components of the skeletal system. Define marrow, ligament, cartilage tendon. Identify and define the three types of muscles. | Lesson 1 Review Questions<br><br>Muscle Word Search 181 | 2.2.8.LF.1 |
| **1 Day Muscles & Exercise** | Identify and practice exercises that fit each major muscle group. | Identify the main muscle groups of a the body. Brainstorm exercises you are aware of that may work those muscle groups. Perform one exercise from each group. Discuss emotions and exercise. | Right muscle, right exercise | 2.2.8.LF.4 |
| **1 Day Elements of Physical Fitness** | Identify the elements of physical fitness and how to apply those elements to a fitness plan. | Read Glencoe pg. 182-187 Discuss fitness tests done in P.E. and how they correlate with the elements of fitness. | Lesson 1 Review Questions<br><br>Components of fitness 197<br><br>Anaerobic Energy, Aerobic Energy and DOM 198 | 2.2.8.LF.4 |
| **1-2 Days SMART goals** | Define long term and short term goals | Define and differentiate between short and long term goals. View presentation of SMART goals.<br><br>Discuss how creating a fitness plan allows for SMART goal setting. | Rewrite two goals into SMART goal setting format.<br><br>Goal setting project<br><br>My Health Eating and Physical Activity Goal - Lesson 16 | 2.2.8.PF.2 2.2.8.PF.3 2.2.8.PF.4 2.2.8.PF.5 2.2.8.L.F.6 2.2.8.L.F.7 |
| **1 Day FITT Principle** | Define the FITT principles of training | Read Glencoe pg. 188-193 View presentation and complete notes on FITT principles. View FITT principle video https://www.youtube.com/watch?v=yAFb0vxopmc | Lesson 2 Review Questions<br><br>Fitness notes<br><br>12 Days of fitness Worksheet | 2.6.8.A.5 2.2.8.PF.3 |
| **1 Day Fitness tracking** | Utilize various forms of technology for the purpose of tracking personal fitness levels | Read Glencoe 194-199. Discuss performing at your best and ways you can track your performance. Discuss current technological trends in fitness. | Health Technology Assessment | 2.6.8.A.2 2.6.8.A.3 2.2.8.PF.3 |

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| **1 Day**<br>**Injury Prevention** | Identify common sports injuries and proper treatment. | Read Glencoe 200-205 Define sport injury terminology. Discuss precautions that can and should be taken when participating in physical fitness. | Lesson 4 Review Questions | 2.2.8.PF.5 |
| **1 Day**<br>**Basic First Aid** | Identify common muscular and skeletal injuries. | Identify common muscular and skeletal injuries. Discuss causes, treatment and prevention. Read Glencoe 464-473 | First Aid Project<br><br>Lesson 6 Review | 2.2.8.PF.5 |
| **1-2 Days**<br>**Fitness plan creation** | Using unit knowledge, prepare your own fitness plan | Given a fitness outline, use knowledge on muscle groups, personal goals and safety tips to create your own fitness plan. | Fitness outline<br><br>Complete fitness plan<br><br>Physical Activity Questionnaire 7.1 | 2.6.8.A.2<br>2.6.8.A.4<br>2.2.8.PF.3<br>2.2.8.PF.5 |
| **1 Day**<br>**Inclusive fitness plans** | Assess various fitness plans for effectiveness and inclusion.<br><br>Assess how various lifestyle factors can impact personal fitness and health. | Identify situations where fitness plans may need to be modified. Given scenarios come up with ideas on how to adapt fitness plans to meet the needs of all. | Small Group scenarios | 2.6.8.A.1<br>2.6.8.A.4<br>2.2.8.PF.2 |
| **1 Day**<br>**Physical fitness overview** | Identify different careers in the physical fitness industry. Identify difference cultures approaches to physical fitness activities. | Students will participate in a walking classroom tour of additional physical fitness information. Including career options, technology, where to find additional information, community resources. | Activity response Questionnaire | 2.6.8.A.2<br>2.6.8.A.3<br>2.6.8.A.4<br>2.2.8.LF.7<br>2.2.8.LF.3<br>2.2.8.LF.6 |

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| HE.6-8.2.2.8.LF.6 | Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. |
| HE.6-8.2.2.8.LF.4 | Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. |
| HPE.2.6.8.A.4 | Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. |
| HE.6-8.2.2.8.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. |
| HE.6-8.2.2.8.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). |
| HE.6-8.2.2.8.N.2 | Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights. |
| HE.6-8.2.2.8.PF.2 | Recognize and involve others of all ability levels into a physical activity. |
| HE.6-8.2.2.8.LF.1 | Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. |
| HE.6-8.2.2.8.LF.3 | Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |
| HE.6-8.2.2.8.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. |
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| HE.6-8.2.2.8.LF.7 | Evaluate personal attributes as they relate to career options in physical activity and health professions. |
| HPE.2.6.8.A.3 | Analyze how medical and technological advances impact personal fitness. |
| HPE.2.6.8.A.1 | Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. |
| HPE.2.6.8.A.2 | Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. |
| HPE.2.6.8.A.5 | Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. |

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- Allow for preferential seating within groups and the whole class.

- Modify amount of vocabulary words used

- Read chapter tests aloud/test orally

## Suggested Technological Innovations/Use

- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.

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## Cross Curricular/21st Century Connections

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- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

# Unit 06: Alcohol, Tobacco and Drugs

Content Area:
Course(s):       **PE/HEALTH**
Time Period:
Length:          **8 Days**
Status:          **Not Published**

## Summary of the Unit

Alcohol, other drugs and tobacco can be found in a variety of forms and can have both short-term and long-term effects. In this unit students will identify the different types of drugs and the impact they have on the body. Signs and symptoms of someone under the influence will be discussed as well as resources available to both the user and family/friends for support and assistance.

## Enduring Understandings

- The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

- A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

## Essential Questions

How can use of alcohol and other drugs put me at risk for sexually transmitted infections or unintended pregnancy?

What are the effects of different types of drugs?

What resources are available in the community to assist with a drug problem?

What are the signs and symptoms of someone under the influence of drugs?

## Summative Assessment and/or Summative Criteria

Assessments will be both formal and alternate assessments. Including but not limited to self-assessments, unit assessments, projects, homework, classwork, teacher observation and participation.

## Resources

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Too good for drugs workbook
Kidshealth.org
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Jr.EDPuzzles
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cdc.gov
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**Unit Plan**

| Topic/Selection Timeframe | General Objectives | Instructional Activities | Benchmarks/Assessments | Standards |
|---|---|---|---|---|
| **1 Day Prior Knowledge** | Recall prior knowledge of drug information. Identify the different types of drugs. | Students will work in small groups to brainstorms prior knowledge of drug information including but nit limited to types, street names, effects. Begin guided notes. View BrainPop https://www.brainpop.com/health/personalhealth/substanceabuse/ | Participation via completed brainstorm<br><br>BrainPop Quiz | 2.3.8.DSDT.3 2.3.8.ATD.4 |
| **1 Day Marijuana** | Describe marijuana and its components. | View presentation and complete guided notes on Marijuana. Discuss the side effects as well as the recent change in NJ State Laws.<br><br>https://www.nj.gov/cannabis/resources/cannabis-laws/ | Marijuana SA-52<br><br>HealthSmart - Marijuana What's the Truth? | 2.3.8.DSDT.1 2.3.8.ATD.1 |
| **1 Day Stimulants, depressants and club drugs** | Compare and contrast stimulants, depressants and club drugs. | Read Glencoe 351-353 Compare and contrast stimulants, depressants and club drugs. | Depressants SA-57<br><br>Stimulants SA-58 | 2.3.8.DSDT.1 2.3.8.ATD.1 |
| **1 Day Hallucinogens** | Identify hallucinogens. Describe how they enter the body and side effects. | Define Hallucinogens, Identify the common types and sides effects. | Hallucinogens SA-56 | 2.3.8.DSDT.1 2.3.8.ATD.1 |
| **1 Day Narcotics** | Identify types of narcotics. | Read Glencoe 354-355 Define narcotics. Discuss and describe heroin and prescription opioids. | Narcotics SA-53 | 2.3.8.DSDT.1 2.3.8.ATD.1 |
| **1 Day Inhalants & Steroids** | Define inhalants and steroids. Identify types, how they enter the body and side effects. | Describe inhalants and steroids. Identify how it enters the body and its effects. | Inhalants SA-54<br><br>Drug Vocabulary Crossword | 2.3.8.DSDT.1 2.3.8.ATD.1 |
| **1 Day Types of drug abuse** | Identify signs and symptoms of alcohol, tobacco and drug disorders | Read Glencoe 344-349. Discuss drug misuse and abuse. Complete Activity 11: Portrait of a drug addict | Portrait of a drug addict SA-62-67 | 2.3.8.DSDT.1 2.1.8.DSDT.3 2.3.8.ATD.5 |

| 1 Day School Handbook | Identify school policies on alcohol, tobacco and other drugs. Discuss resources available to support the user, family and friends. | Read the Sayreville Middle School Handbook and complete School Drug Policies Scavenger Hunt. Identify resources available to assist users and their support systems. | SchoolHealth School drug policies scavenger hunt | CRLLKS 9.4.8.DC.6 NJSLS-ELA R.I.6.1 R.I.6.7 2.3.8.ATD.3 2.3.8.DSDT.2 2.3.8.DSDT.3 2.3.8.DSDT.4 2.3.8.DSDT.5 |
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