Summit Public Schools
Summit, New Jersey
Grade Level: 8/ Content Area: Health
Revised by: Anthony Ferrante and Briana DeVito Summer 2022

Course Description

Each 8th grade student is enrolled in one quarter of 8th grade health. Each quarter is 8 or 9 weeks long. Disciplinary concepts and core ideas in the curriculum include personal growth and development, social health, personal safety, health conditions, diseases and medicines. These concepts are integrated into 2 main units, listed below.

- Unit 1: Communicable & Non-Communicable Diseases
- Unit 2: Family Life & Relationships
- Unit 3: Human Reproduction

Pertinent areas in the curriculum include...

- Prevention and control of communicable and noncommunicable diseases including Sexually Transmitted Diseases (STIs).
- Understanding the function of our immune system and how it protects the body against disease.
- Exploration of the transition from childhood to young adulthood through the discussion of topics that involve the male and female reproductive system.
- Development of communication skills that are a necessity for healthy relationships.
- Abstinence, contraception, pregnancy, fetal development and current issues in Human Sexuality.
- State-mandated education about AIDS, Suicide Prevention and Family Life are all included within the quarter.

Unit 1: Communicable & Non-Communicable Diseases

Big Ideas:

- Students will be able to understand 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.
- Students will be prepared to protect their whole bodies from disease, including physically, mentally and socially.
- Students will be able to make educated decisions about their sexual health. Unit includes prevention of STIs (HIV).
- Students will understand the degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies**.**

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
1. To what extent can we keep ourselves disease free? 2. What is a communicable disease? 3. What is a noncommunicable disease? 4. What are the different types of pathogens that cause disease? 5. In which ways are communicable diseases spread? 6. How does the immune system protect the body from disease? 7. What makes up the immune system? 8. How are STIs transmitted? 9. What are the permanent health risks involved with STI transmission? 10. How can STIs be prevented? 11. What is the HIV virus? 12. How is HIV related to AIDS? 13. What are the signs of STIs?	1. Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. 2. Pathogens contribute to infection. 3. There are four major pathogens that cause disease. 4. There are multiple ways that diseases are transmitted. 5. The immune system is important in preventing and fighting off disease. 6. There are specific transmission, symptoms, treatment and preventions of the major communicable diseases. 7. There are medical assessments that can be utilized if someone is exposed to an STI. 8. STIs can have lifelong implications. 9. STIs are preventable by making educated, healthy decisions such as choosing abstinence, being monogamous, or using protection during sexual activity.
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
By the end of 8th grade, students should be able to… **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).	Instructional focus: ● This course goes through the transition from childhood to young adulthood through the discussion of topics that involve the male and female reproductive system. It then transitions to the development of communication skills that are necessary for healthy relationships.

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 promote health-enhancing behaviors. **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.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.6:** Develop an advocacy plan regarding a health issue and share this information in an appropriate setting. **2.1.8.CHSS.7:** Collaborate with other students to develop	**Lesson 1:** ● Class and quarter introduction **Lesson 2:** ● Introduction and pre assessment/ autobiography **Lesson 3:** ● The Immune System ○ How Does Your Immune System work? ■ Immune System Story ○ What is Immune System ○ Infectious Disease **Lesson 5-6;** ● Communicable diseases ● Noncommunicable diseases ○ "Wanted" poster project **Lesson 7-8;** ● STI's ○ Talking to Kids About STI's ○ The Ryan White Story ○ The Real World - Pedro Zamora ○ Queen - Freddie Mercury **Lesson 9-10:** ● Treatment and prevention strategies **Lesson 11-15:** ● Individual Disease Research Project

a strategy to address health issues related to climate change.

Differentiation

Interdisciplinary Connections

- Language Arts: Critical reading and writing
- Science: Reproduction & Immune System
  - Body Systems
  - Disease and prevention

Technology Integration

- Google Slides
- Kahoot!
- BrainPOP
  - Immune System
  - AIDS
- Google Classroom
- Netflix - "The Ryan White Story"
- Youtube - Communicable Diseases" What? Why? How?
- YouTube - Human Health and Disease
- YouTube - Microorganisms

Global Perspectives

- How does the ability to travel internationally affect the travel of diseases?

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software

Assessments

Formative Assessments:

- Pre/Post assessments
- Google Doc Fill-In Sheets
- Quizlet Activities

Summative Assessments, Projects, and Celebrations:

- Pre/Post assessments
- Individual Disease Research Project

		support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials & project requirements
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		

Unit 2: - Family Life & Relationships

Big Ideas:

- Students will be able to understand that…
  - 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.
- Students will develop their communication skills in order to build healthy relationships.
- Students will be able to identify the warning signs of unhealthy relationships, abusive relationships and dating violence.
- Identifying stereotypes by race, culture, ethnicity, sexual orientation or gender identity.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How does privacy play a role in the development of strong friendships/strong relationships? • What does a healthy relationship entail? • What sort of communications and interactions should occur in healthy relationships? • What are warning signs of unhealthy relationships, abusive relationships and dating violence? • What are the signs of relationship abuse? • How can one seek help for relationship and family life issues? • What are the different methods of contraception? • What are the stages of prenatal development? • What are the physical effects of pregnancy on the female body? • What does a boy or girl have to look like? • What does a family look like? • What is the difference between gender identity, gender expression and sexual orientation? • How can we promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community?	• Individuals need to express his/her sexuality in ways that are both healthy and responsible. • Recognizing risk factors and applying risk reducing strategies can prevent health consequences. • Assertive communication skills enhance health by avoiding and/or reducing health risks. • Personal choices impact current and long term outcomes on individuals, family and society. • There are many ways to seek help through guidance counselors, therapists, and medical counselors. • Stereotypes are often generalized misconceptions that can be hurtful and offensive. • Family structure describes the manner in which members of a family are interrelated and linked through blood, affinity, or co-residence. Family structures are diverse and can include but are not limited to biological parents, single parents, same-gender parents, adoptive parents, grandparent-headed households, stepparents, and foster parents. Families can be created in a number of ways, which include but are not limited to adoption, birth (including those resulting from assisted reproductive technology), and marriage. • Inclusive schools and communities are accepting of all people and make them feel welcome and included.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	**Lessons**
By the end of 8th grade, students should be able to… **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.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.11**: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV). **2.3.8.PS.7:** Evaluate the impact of technology and social media on relationships (e.g., consent, communication,	Instructional focus: ● Students will understand the factors that affect the social, emotional, and financial challenges that are associated with parenthood and relationships. ● Students will focus on communication skills related to healthy relationships **Lesson 1:** ● Relationships introduction ○ Modified - Characteristics of Healthy Relationships poster project **Lesson 2-4:** ● Characteristics of healthy and unhealthy relationships ○ Healthy Relationship Activities ○ Healthy vs. Unhealthy relationship poster ○ Dating safety **Lesson 5-6:** ● Breakout EDU: Family Life **Lesson 7-8:** ● Egg project **Lesson 9:** ● Final assessment ○ Modified post assessment

respect).

2.1.8.PGD.4: Differentiate between gender identity, gender expression and sexual orientation.

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.2: Define sexual consent and sexual agency.

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).

Differentiation	Assessments
Interdisciplinary Connections ● Science -body systems (reproductive system), immune system. ● Geography - Realizing how connected our world is with the ability to travel worldwide which can impact transmission of disease. (Ex. Ebola) ● Language Arts - bulletin board postings, website articles and blog, student initiated writing **Technology Integration** ● Google Slides ● Kahoot! ● Google Classroom ● YouTube - PBS: Kids Talk About Relationships ● Degrassi - TV show (relationships) ● BrainPop ○ Puberty	**Formative Assessments:** ● Entrance (Do Now) & Exit tickets ● Self assessments ● Pair & Share ● Pre & Post Tests ● Rubric used to assess major project(s) **Summative Assessments, Projects, and Celebrations:** ● Breakout EDU Family Life ● Egg Project to practice

- Reproductive System

Global Perspectives

- What are the differences of family life and roles in other countries and cultures?

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g.	Differentiated materials & project

	directions, checks for understanding, feedback	requirements
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		

Unit 3: - Human Reproduction

Big Ideas:

- Students will be able to understand that…
  - Human growth, development, and sexuality includes keeping your body healthy and understanding hormonal changes in all body systems.
  - Responsible actions regarding behavior can impact the development and health of oneself and others.
- Describe the human reproductive systems, the body parts and their functions, and the natural variations that exist in human bodies.
- 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. There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
- There are factors that contribute to making healthy decisions about sex.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What are the appropriate medical terms for the human reproductive system? • What are the physical and emotional changes that happen to males and females during puberty? • What are the differences and similarities between the male and female reproductive systems? • What are the different methods of contraception? • What are the stages of prenatal development? • What are the physical effects of pregnancy on the female body? • How does one eliminate or reduce the risk of unplanned pregnancy and STI's?	• Understanding puberty helps to facilitate the emotional transition from childhood to adolescence. • Responsible actions regarding sexual behavior impact the health of oneself and others. • Caring for the reproductive systems contributes to living a healthy life. • There are factors that contribute to making healthy decisions about sex. • Identify factors that are important in deciding whether and when to engage in • sexual behaviors. • Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances). • Develop a plan to eliminate or reduce risk of unintended pregnancy and STI's (including HIV).
Areas of Focus: Proficiencies **(New Jersey Student Learning Standards)**	**Lessons**
By the end of 8th grade, students should be able to… 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.	Instructional focus: **Lesson 1:** • Puberty **Lesson 2:**

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.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).	● Male and Female Reproductive Systems **Lesson 3:** ● Pregnancy and Development of a baby
Differentiation	**Assessments**
Interdisciplinary Connections ● Science -body systems (reproductive system), immune system. ● Language Arts - bulletin board postings, website articles and blog, student initiated writing **Technology Integration** ● Google Slides ● Kahoot! ● Google Classroom ● YouTube - PBS: Kids Talk About Relationships ● Degrassi - TV show (relationships) ● BrainPop ○ Puberty ○ Reproductive System **Global Perspectives** ● What are the differences of family life and roles in other countries and cultures?	**Formative Assessments:** ● Entrance (Do Now) & Exit tickets ● Self assessments ● Pair & Share ● Pre & Post Tests ● Rubric used to assess major project(s) **Summative Assessments, Projects, and Celebrations:** ● BreakoutEDU

Supports for English Language Learners		
Sensory Supports	**Graphic Supports**	**Interactive Supports**
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials & project requirements
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading	Modified assessment grading

	strategies and activities previews, anticipatory guides, and semantic mapping	
Allow for extended time on long term projects, tests, quizzes, etc.		Provide choices for projects
Provide visual resources (posters, pictures, etc.)		