

**Grade 8**  
**Content Area: Health Curriculum**  
**Length of Course: One Quarter of the School Year**

**Curriculum**

**Course Description:**

Every student must complete one quarter of Health Education. Students are scheduled for an 8-9 week Health course during their Physical Education period. Non-music students have three or four days of Health and one or two days of Study Hall per week. (An average of 24-27 total Health classes within the quarter.)

The diversified health curriculum allows students to explore topics that are relevant to their social, mental, emotional and physical development. 8th grade health curriculum follows a sequence that determines topics to be emphasized, reinforced, or introduced throughout the quarter. Pertinent areas include

- Prevention and control of communicable and noncommunicable diseases including Sexually Transmitted Diseases (STD's).
- 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.

**Big Ideas: *Course Objectives / Content Statement(s)***

Lawton C Johnson Summit Middle School students will experience the following objectives.

**Course Objectives:**

- 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 STD's (HIV)
- 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.

**Grade 8**  
**Unit 1- Communicable & Non-Communicable Diseases**

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| <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is a communicable disease?</li> <li>• What is a noncommunicable disease?</li> <li>• What are the different types of pathogens that cause disease?</li> <li>• In which ways are communicable diseases spread?</li> <li>• How does the immune system protect the body from disease?</li> <li>• How are STD's transmitted?</li> <li>• What are the permanent health risks involved with STD transmission?</li> <li>• How can STD's be prevented?</li> <li>• What is the HIV virus?</li> <li>• How is HIV related to AIDS?</li> </ul>  | <p><b>Enduring Understandings</b></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Pathogens contribute to infection.</li> <li>• There are four major pathogens that cause disease</li> <li>• There are multiple ways that diseases are transmitted</li> <li>• The importance of your immune system and how it prevents and fights off disease</li> <li>• There are specific transmission, symptoms, treatment and preventions of the major communicable diseases.</li> <li>• They should take care to acquire prompt medical assessments if they are exposed to an STD.</li> <li>• There are some STD's that have lifelong implications and can impact on ones ability to bear children.</li> <li>• STD's are preventable by making educated, healthy decisions such as choosing abstinence, being monogamous, or using protection during sexual activity.</li> </ul>  |
| <p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b></p> <p>Students will:<br/>(Enter NJCCCS or Common Core CPI's here)</p> <p><b>By the end of Gr. 8</b></p> <p><b>2.1 Wellness: Growth &amp; Development</b></p> <p>2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.</p> <p>2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</p> <p>2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.</p> <p><b>2.1 Wellness: Diseases &amp; Health conditions</b></p> <p>2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</p> <p>2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</p> <p><b>2.1 Wellness: Safety</b></p> <p>2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p><b>2.2 Integrated Skills: Interpersonal Communication</b></p> <p>2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p> | <p><b>Examples, Outcomes, Assessments</b><br/>(see <a href="#">note</a> below about the content of this section)</p> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>• Station work/ Collaboration utilizing the most current technology available to us</li> <li>• Collaboration with classmates</li> <li>• Problem Solving Stations</li> <li>• Student-guided learning</li> <li>• Pertinent, updated Media will be used</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>• Entrance (Do Now) &amp; Exit tickets</li> <li>• Self assessments</li> <li>• Pair &amp; Share</li> <li>• Pre &amp; Post Tests</li> <li>• *Rubric used to assess major project(s)</li> </ul> <p><b>Teacher observation</b></p> <ul style="list-style-type: none"> <li>• Motivation levels</li> <li>• Teamwork &amp; Cooperation</li> <li>• Individual Attention to classwork</li> <li>• Social &amp; Emotional participation</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Students will have the opportunity to work independently, in partnerships and small groups throughout the unit.</li> <li>• Post Essential questions, rubrics, class expectations on on website and/or google classroom.</li> <li>• Post Rubrics Clear goals and objectives for student learning and performance are communicated to Students and parents.</li> <li>• Students are held accountable for those various strategies (e.g.,teacher monitoring, rubrics, assessment and evaluations will be utilized).</li> <li>• Myth/Facts Activities to assess prior knowledge</li> </ul> |

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|  | <p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• Science -body systems (reproductive system), immune system.</li> <li>• Geography - Realizing how connected our world is with the ability to travel worldwide which can impact transmission of disease. (Ex. Ebola)</li> <li>• Literature - could include bulletin board postings, website articles and possible blog, student initiated writing</li> </ul> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>• Available technology use of appropriate apps</li> <li>• Google Docs for Educators</li> <li>• Google Classroom for students</li> <li>• Department/ or Individual Google Site with links for students and parents</li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>• Realizing how connected our world is with the ability to travel worldwide which can impact transmission of disease. (Ex. Ebola)</li> </ul> <p><b>Culturally Responsive Teaching</b></p> <ul style="list-style-type: none"> <li>• We will survey kids about their experiences through entrance tickets about their experience with disease personally or how they view it globally and in our community.</li> <li>• We can learn more about our students through informal surveys or discussions, google form, entrance tickets, and by sharing articles about current disease outbreaks.</li> </ul> |
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NOTE re: Examples, Outcomes and Assessments

*The following skills and themes should be reflected in the design of units and lessons for this course or content area.*

**21st Century Skills:**

Creativity and Innovation

Critical Thinking and Problem Solving

Communication and Collaboration

Information Literacy

Media Literacy

Life and Career Skills

21st Century Themes (as applies to content  
area):

Financial, Economic, Business, and  
Entrepreneurial Literacy

Civic Literacy

Health Literacy

**Grade 8**

**Unit 2 - Family Life, Human Reproduction & Relationships**

## Essential Questions

- What are the ground rules necessary when discussing the topics of Family Life and Human Reproduction?
- What are appropriate privacy guidelines for classroom discussion?
- What are the levels of privacy?
- How does privacy play a role in the development of strong friendships/strong relationships?
- 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?
- Can a plan of action help a person make thoughtful decisions?
- What is the purpose of learning about your reproductive system?
- What are the differences and similarities between the male and female reproductive systems?
- Why should you perform self-examinations/ medical examinations for your reproductive system?
- What are the elements of good touch and bad touch?
- Why is abstinence the best choice for adolescents?
- What does a healthy relationship entail?
- What is a dating partner?
- What sort of communications and interactions should occur in healthy relationships?
- How do television, movies, internet and other media depict abusive relationships?
- What are warning signs of unhealthy relationships, abusive relationships and dating violence?
- What is relationship abuse? What forms may relationship abuse take?
- Why do some people stay in abusive relationships?
- What are consequences of date rape and dating violence?
- How can one seek help?
- What are the facts about contraception?
- What are the different methods of contraception?
- What are the factors that influence a healthy pregnancy?
- What are the stages of prenatal development?
- What are the changes in the menstrual cycle that may indicate pregnancy?
- What are the physical effects of pregnancy on the female body?

## Enduring Understandings

Students will understand that...

- Respectful communication is essential to a healthy classroom environment
- Each student's level of comfort is different from the next. Personal disclosure of information is up to each individual and at their own discretion
- Use of appropriate medical terms is the only way we will discuss human reproduction within the classroom
- There are different levels of privacy which include strangers, acquaintances, casual friends, close friends, best friends and family and yourself.
- There are important factors that contribute to thoughtful decision making? (Beliefs, Feelings)
- Knowing the functions of the male and female reproductive systems will help you keep them healthy and make healthy decisions.
- They need to take care of their reproductive system in terms of hygiene, self-examinations and safe sexual behaviors.
- Their reproductive systems have many parts that they will know how to identify them and their role.
- Abstinence is the best choice for preventing unwanted pregnancies and STD's. (Only method that is 100% effective)
- Unfortunately, not all teens will practice abstinence. Exploring and understanding the methods of contraception can prevent unwanted pregnancies in teens.
- There are four types of touch: Nurturing, affectionate, violent and sexual.
- Delaying sexual activity is a healthy choice physically, mentally and emotionally.
- Differentiate healthy and abusive relationships. (Physical, emotional, sexual and mental)
- A healthy relationship involves respecting one another's feelings and thoughts.
- How to nurture a healthy relationship.
- Dating partners are any person involved in an intimate relationship with another individual that involves affection.
- Dating partners can be casual, serious or long term.
- When and how affection is expressed and if it is appropriate.
- Dating violence can be verbal, sexual, physical, emotional or digital and can be violent and controlling.
- Dating violence can occur anywhere including in school, at home, on the internet, at a friends house, in town, etc.
- Learn to identify the patterns or signs of power and control within a relationship.
- Online, community and dating hotlines are available to assist with questions and help regarding dating violence.
- Dating violence has lasting emotional, social,

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|  | <ul style="list-style-type: none"> <li>mental and physical effects on victims.</li> <li>Learn how to responsibly end relationships.</li> <li>There are many consequences to dating violence and date rape in school at home and with the law.</li> <li>There are many contraception methods, all of which have different success rates</li> <li>There a methods of contraception that do not prevent STD's</li> <li>There are stages of embryonic development that changes at each month of growth</li> </ul>  |
| <p><b>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</b><br/>Students will:<br/>(Enter NJCCCS or Common Core CPI's here)</p> <p><b>By the end of Gr. 8</b><br/><b>2.4 Human Relationships and Sexuality: Relationships</b><br/>2.4.8.A.1 Predict how changes within a family can impact family members.<br/>2.4.8.A.2 Explain how the family unit impacts character development.<br/>2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.<br/>2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.<br/>2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.<br/>2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.<br/><b>2.4 Human Relationships and Sexuality: Sexuality</b><br/>2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.<br/>2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.<br/>2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.<br/>2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.<br/>2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.<br/>2.4.8.B.6 Explain the importance of practicing routine health care procedures such as breast self-examination, testicular examinations, and HPV vaccine<br/><b>2.4 Human Relationships and Sexuality: Pregnancy and Parenting</b><br/>2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm</p> | <p><b>Examples, Outcomes, Assessments</b><br/>(see <a href="#">note</a> below about the content of this section)</p> <p><b>Instructional Focus:</b></p> <ul style="list-style-type: none"> <li>Station work/ Collaboration utilizing the most current technology available to us</li> <li>Collaboration with classmates</li> <li>Problem Solving Stations</li> <li>Student-guided learning</li> <li>Pertinent, updated Media will be used</li> </ul> <p><b>Sample Assessments:</b></p> <ul style="list-style-type: none"> <li>Entrance &amp; Exit tickets</li> <li>Self assessments</li> <li>Pair &amp; Share assessments</li> <li>Pre &amp; Post Tests</li> </ul> <p><b>Teacher observation</b></p> <ul style="list-style-type: none"> <li>Motivation levels</li> <li>Teamwork &amp; Cooperation</li> <li>Social &amp; Emotional skill sets</li> </ul> <p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>Students will have the opportunity to work independently, in partnerships and small groups throughout the unit.</li> <li>Post Essential questions, rubrics, class expectations on website.</li> <li>Post Rubrics Clear goals and objectives for student learning and performance are communicated to Students and parents.</li> <li>Students are held accountable for those various strategies (e.g., teacher monitoring, rubrics, assessment and evaluations will be utilized).</li> </ul> <p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>Science -body systems (reproductive system), Mental and Social health.</li> <li>Math - Learning the percentages of effectiveness of the different methods of birth control</li> <li>Literature - could include bulletin board postings, website articles and possible blog, student</li> </ul> |

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| <p>pregnancy.</p> <p>2.4.8.C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.</p> <p>2.4.8.C.3 Determine effective strategies and resources to assist with parenting.</p> <p>2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.</p> <p>2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</p> | <p>initiated writing</p> <p><b>Technology Integration</b></p> <ul style="list-style-type: none"> <li>• Use of available technology &amp; appropriate apps</li> <li>• Google Docs for Educators</li> <li>• Google Classroom</li> <li>• Individual Google Site's with links for students and parents</li> </ul> <p><b>Global Perspectives</b></p> <ul style="list-style-type: none"> <li>• Realizing how connected our world is with the ability to travel worldwide which can impact relationships and families.</li> </ul> <p><b>Culturally Responsive Teaching</b></p> <ul style="list-style-type: none"> <li>• Discussions about the different relationship expectations around the world.</li> <li>• Discussion of the availability of the different methods of birth control around the world.</li> </ul> |
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## **Curricular Addendum**

### **Career-Ready Practices**

**CRP1:** Act as a responsible and contributing citizen and employee.

**CRP2:** Apply appropriate academic and technical skills.

**CRP3:** Attend to personal health and financial well-being.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP5:** Consider the environmental, social and economic impacts of decisions.

**CRP6:** Demonstrate creativity and innovation.

**CRP7:** Employ valid and reliable research strategies.

**CRP8:** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9:** Model integrity, ethical leadership and effective management.

**CRP10:** Plan education and career paths aligned to personal goals.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

### **Interdisciplinary Connections**

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

### **Technology Integration**

#### Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

#### Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.



## Instructional Strategies: Supports for English Language Learners:

| Sensory Supports                    | Graphic Supports   | Interactive Supports                              |
|-------------------------------------|--------------------|---|
| Real-life objects (realia)          | Charts             | In pairs or partners                              |
| Manipulatives                       | Graphic organizers | In triads or small groups                         |
| Pictures & photographs              | Tables             | In a whole group                                  |
| Illustrations, diagrams, & drawings | Graphs             | Using cooperative group structures                |
| Magazines & newspapers              | Timelines          | With the Internet (websites) or software programs |
| Physical activities                 | Number lines       | In the home language                              |
| Videos & films                      |                    | With mentors                                      |
| Broadcasts                          |                    |   |
| Models & figures                    |                    |   |

from <https://wida.wisc.edu>

## Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

## Global Perspectives

- [The Global Learning Resource Library](#)

## Differentiation Strategies:

| Accommodations   | Interventions   | Modifications   |
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| 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                              |
| Permit response provided via computer or electronic device | Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class) | Individualized assessment tools based on student need |
| Audio Books  | Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping                           | Modified assessment grading                           |