



Nutley Public Schools

Health

Grade: 8

Unit 1: Healthy Relationships	
Summary and Rationale	
<p>One's ability to successfully interact with others and maintain supportive relationships affects one's over-all health and well-being. The ability to work collaboratively, use effective communication skills, refusal skills and negotiation skills, as well as an awareness of social support group available for those who feel abused or bullied by others are important to the health of both individuals and the community groups they are part of. Relationships play a significant role in developing who we are and what we choose to be. During adolescence, relationships provide opportunities for self-esteem and personal growth. This unit encourages students to think about how they develop and maintain healthy relationships. Students will have the opportunity to discuss how to identify expectations and commitments in different types of relationships. Students explore the characteristics of healthy and unhealthy relationships.</p>	
Recommended Pacing	
2 weeks	
Standards	
Personal Growth and Development	
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
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.
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
Social and Emotional Health	
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
Interpersonal Communication	
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of

	settings and cultures in different situations.
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
Decision-Making and Goal Setting	
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
Character Development	
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
Advocacy and Service	
2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
Health Services and Information	
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
Alcohol, Tobacco and Other Drugs	
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
Relationships	
2.4.8.A.1	Predict how changes within a family can impact family members.
2.4.8.A.2	Explain how the family unit impacts character development.
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
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.
Sexuality	
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.
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.

2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>There are many characteristics involved in a healthy and unhealthy relationship. The values acquired from family, culture, personal experiences, and friends impact all types of relationships. What characteristics are necessary to possess to have a healthy relationship?</p>	
Essential Question	
<p>How do relationships promote a healthy and active lifestyle? What are the effects of being in a harmful relationship? What are the elements of a strong relationship? How can communication alter relationships?</p>	
Evidence of Learning (Assessments)	
<p>Tests Quizzes Rubrics Projects – COMPETENCY I: COLLABORATION • Working Cooperatively COMPETENCY II: COMMUNICATION • Expression of Oneself Competency III: RESEARCH • Ethics COMPETENCY V: SELF AWARENESS and DIRECTION • Social Responsibility Homework Peer-Assessment Self-Assessment- COMPETENCY I: COLLABORATION • Working Cooperatively Competency III: RESEARCH • Ethics</p>	
Objectives	

Students will know or learn:

- Identify the warning signs of an unhealthy or abusive relationship
- Learn where to turn for help if they're ever in an unhealthy or abusive relationship
- Sound and stable relationships with others are in integral part of the human life experience
- Communication skills are essential to building safe and long-lasting relationships
- Correlation between personal choices and decisions and relationships

Students will be able to:

- Identify factors that influence the development of friendships
- Explain how relationships can help you stay healthy
- Identify ways to improve communication in interpersonal relationships
- Identify behaviors generally attributed to a unhealthy relationship
- Describe how to identify and resolve an unhealthy relationship

Integration

Technology Integration

Chrome Books

Writing Integration

Reflections

Competencies

COMPETENCY I: COLLABORATION

- Working Cooperatively

COMPETENCY II: COMMUNICATION

- Expression of Oneself

Competency III: RESEARCH

- Ethics

COMPETENCY V: SELF AWARENESS and DIRECTION

- Social Responsibility

Suggested Resources

www.chooserespect.org

http://www.chooserespect.org/scripts/materials/videos/video_30min.asp

http://websrv02.kidshealth.org/classroom/6to8/personal/growing/middle_relationships.pdf

www.kidshealth.org

<http://girlshealth.gov/relationships/index.html>



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Unit 2: Human Sexuality	
Summary and Rationale	
<p>During this unit students will acquire a foundation of knowledge so they are able to make informed decisions that can enhance the wellness of themselves and others. Students will discuss the values acquired from family, culture, personal experiences, and friends that impact all types of relationships. Responsible actions regarding sexual behavior that impact the health of oneself and others will be discussed and explored with sensitivity and respect towards all. Male and female reproductive systems, pregnancy, childbirth, and parenthood will be introduced.</p>	
Recommended Pacing	
3 weeks	
Standards	
Personal Growth and Development	
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
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.
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
Diseases and Health Conditions	
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.
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
Social and Emotional Health	
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
Interpersonal Communication	
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of

	settings and cultures in different situations.
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
Decision-Making and Goal Setting	
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
Health Services and Information	
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
Alcohol, Tobacco and Other Drugs	
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
Relationships	
2.4.8.A.1	Predict how changes within a family can impact family members.
2.4.8.A.2	Explain how the family unit impacts character development.
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
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.
Sexuality	
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.
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
Pregnancy and Parenting	
2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
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.

2.4.8.C.3	Determine effective strategies and resources to assist with parenting.
2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
<p>The endocrine system and its release of hormones can affect someone’s overall well-being. Caring for the reproductive systems contributes to living a healthy life. The role of the female and male reproductive systems in reproduction. Responsible actions regarding sexual behavior impact the health of oneself and others. Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</p>	
Essential Question	
<p>What role does the endocrine system play in the body? Why are the hormones released from the endocrine system important? What are the structure/ functions and characteristics of the female reproductive system? What is the primary role of the male reproductive system? What risk factors are related to teen pregnancy?</p>	
Evidence of Learning (Assessments)	
<p>Tests Quizzes Rubrics Projects – COMPETENCY I: COLLABORATION • Working Cooperatively COMPETENCY II: COMMUNICATION • Expression of Oneself Competency III: RESEARCH • Ethics COMPETENCY V: SELF AWARENESS and DIRECTION • Social Responsibility Homework Peer-Assessment</p>	

Self-Assessment- COMPETENCY I: COLLABORATION <ul style="list-style-type: none"> • Working Cooperatively Competency III: RESEARCH <ul style="list-style-type: none"> • Ethics
Objectives
Students will know or learn: <ul style="list-style-type: none"> • The anatomy of the male and female reproductive system • The function of the endocrine system • The connection between the reproductive system, the endocrine system and puberty • The signs and systems of pregnancy • The consequences of teen pregnancy • The childbirth process of labor and delivery Students will be able to: <ul style="list-style-type: none"> • Identify the structures in the reproductive systems for males and females • Discuss the function of the endocrine system • Explain why abstinence is a responsible behavior for young adolescents • List the signs and symptoms of pregnancy • Describe the process of childbirth
Integration
Technology Integration
Chrome Books
Writing Integration
Reflections
Competencies
COMPETENCY I: COLLABORATION <ul style="list-style-type: none"> • Working Cooperatively COMPETENCY II: COMMUNICATION <ul style="list-style-type: none"> • Expression of Oneself Competency III: RESEARCH <ul style="list-style-type: none"> • Ethics COMPETENCY V: SELF AWARENESS and DIRECTION <ul style="list-style-type: none"> • Social Responsibility
Suggested Resources
www.chooserepect.org http://www.chooserrespect.org/scripts/materials/videos/video_30min.asp http://websrv02.kidshealth.org/classroom/6to8/personal/growing/middle_relationships.pdf www.kidshealth.org http://girlshealth.gov/relationships/index.html http://www.internet4classrooms.com/high_school/human_anatomy_physiology_reproduction_growth_development

.htm

http://kidshealth.org/teen/interactive/mrs_it.html#cat20129

http://kidshealth.org/teen/interactive/female_it.html#cat20129

http://curriculum.austinisd.org/pe_health/ms/health/documents/maleanatomyslides.pdf

http://curriculum.austinisd.org/pe_health/ms/health/documents/femaleanatomyslides.pdf

Powerpoints can be found in common folder



Nutley Public Schools

Health

Grade: 8

Unit 3: Sexually Transmitted Infections	
Summary and Rationale	
Eighth graders will be introduced to sexually transmitted diseases and HIV/AIDS. The types, transmission, symptoms treatment options (if any) and long term complications of common STD's will be discussed. The unit allows students to explore what they know and need to know about some of the most common STDs affecting teens.	
Recommended Pacing	
2 weeks	
Standards	
Personal Growth and Development	
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
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.
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
Diseases and Health Conditions	
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.
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.

Safety	
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.
Social and Emotional Health	
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
Interpersonal Communication	
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
Decision-Making and Goal Setting	
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
Health Services and Information	
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
Alcohol, Tobacco and Other Drugs	
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
Relationships	
2.4.8.A.1	Predict how changes within a family can impact family members.
2.4.8.A.2	Explain how the family unit impacts character development.
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
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.
Sexuality	
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.
2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.

2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
Interdisciplinary Connections	
Standard x.x	
Integration of Technology	
Standard x.x	
CPI #	Cumulative Progress Indicator (CPI)
Instructional Focus	
Enduring Understandings	
Stressing that abstinence is the best way to avoid unwanted pregnancy and sexually transmitted infections. Responsible disease prevention and control behaviors provide the foundation for lifelong wellness.	
Essential Question	
<p>What are the facts about STD's and how can they affect you?</p> <p>What are the possible short and long term consequences of sexual activity?</p> <p>What are the risky behaviors associated with contracting HIV/AIDS/ STD's, how are STD's contracted and what are the consequences if infected?</p>	
Evidence of Learning (Assessments)	
<p>Tests</p> <p>Quizzes</p> <p>Rubrics</p> <p>Projects –</p> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of Oneself <p>Competency III: RESEARCH</p> <ul style="list-style-type: none"> • Ethics <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Social Responsibility <p>Homework</p> <p>Peer-Assessment</p> <p>Self-Assessment-</p> <p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively <p>Competency III: RESEARCH</p> <ul style="list-style-type: none"> • Ethics 	

Objectives
<p>Students will know or learn:</p> <ul style="list-style-type: none"> • How sexually transmitted diseases are transmitted • The signs and symptoms of sexually transmitted diseases • How STD's are spread in both sexual and nonsexual ways. • Facts about STD's that can help students avoid contracting and spreading these infections. • The risks for STD's and ways to reduce and/or eliminate these risks. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify reasons a person would want to avoid catching an STD. • Explain how sexual behaviors and practices influence contraction of HIV/AIDS and sexually transmitted infections • List general symptoms of STDs and explain that STDs are often asymptomatic • Describe what a person should do if they suspect they might have an STD. • Discuss the risks of STD's and how to reduce their risks
Integration
Technology Integration
Chrome Books
Writing Integration
Reflections
Competencies
<p>COMPETENCY I: COLLABORATION</p> <ul style="list-style-type: none"> • Working Cooperatively <p>COMPETENCY II: COMMUNICATION</p> <ul style="list-style-type: none"> • Expression of Oneself <p>Competency III: RESEARCH</p> <ul style="list-style-type: none"> • Ethics <p>COMPETENCY V: SELF AWARENESS and DIRECTION</p> <ul style="list-style-type: none"> • Social Responsibility
Suggested Resources
<p>www.chooserepect.org http://www.chooserrespect.org/scripts/materials/videos/video_30min.asp http://websrv02.kidshealth.org/classroom/6to8/personal/growing/middle_relationships.pdf www.kidshealth.org http://girlshealth.gov/relationships/index.html http://www.internet4classrooms.com/high_school/human_anatomy_physiology_reproduction_growth_development.htm http://kidshealth.org/teen/interactive/mrs_it.html#cat20129 http://kidshealth.org/teen/interactive/female_it.html#cat20129 Power Points found in common folder</p>