

CONTENT AREA: HEALTH	GRADE: 8	UNIT: I	UNIT NAME: WELLNESS
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TEEN HEALTH COURSE 3 GLENCOE 2005	ESSENTIAL QUESTIONS
Chapter 8: Nutrition for Health	<ul style="list-style-type: none"> • How can you ensure you are getting the nutrients you need?

<i>YES YOU CAN!</i> CURRICULUM NJ PHYSICIANS ADVISORY GROUP 2011	ESSENTIAL QUESTIONS
Lesson 1: True Freedom	<ul style="list-style-type: none"> • Why is goal setting so important? • How can character traits make a vision a reality? • How can peer pressures compromise these visions/goals?
Lesson 2: Freedom To Be You	<ul style="list-style-type: none"> • What are some risks of unhealthy decisions? • What are dream robbers?

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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Evaluate and demonstrate the impact of effective decision making skills to increase healthy lifestyle choices and wellness throughout their lifespan • Research a meal plan for a special case study (family background, special needs, dietary restrictions, etc.) implementing new products or supplements 	<ul style="list-style-type: none"> • 2.2.8.B.1: Predict social situations that may require the use of decision-making skills. • 2.2.8.B.3: Analyze factors that support or hinder the achievement of personal health goals during different life stages. • 2.1.8.B.1: Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. • 2.1.8.B.3: Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. • 2.1.8.B.4: Analyze the nutritional values of new products and supplements. 	<p><i>Suggested length of study:</i> 2 weeks</p> <p>Classroom Text</p> <p>Worksheets</p> <ul style="list-style-type: none"> • Freedom Scenarios • Internal Powers Match • Dream Sheet <p><i>Choices</i> Magazines</p> <p>Discussion Questions</p> <p>American Dream Activity</p>

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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Examine different methods to utilize a technological application to track and evaluate one’s basal metabolic rate • Evaluate methods to justify professional intervention for different mental illnesses, physical disabilities and emotional distress 	<ul style="list-style-type: none"> • 2.1.8.A.4: Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. • 2.1.8.B.2: Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. • 2.6.8.A.4: Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. • 2.1.8.C.2: Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. • 2.1.8.C.3: Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Exit slips</p> <p><i>Summative:</i></p> <p>Lesson Reviews</p> <p>Lesson Quizzes</p> <p>Worksheets</p> <p>Unit Test</p>

CONTENT AREA: HEALTH

GRADE: 8

UNIT: II

UNIT NAME: FAMILY LIFE

<i>YES YOU CAN!</i> CURRICULUM NJ PHYSICIANS ADVISORY GROUP 2011	ESSENTIAL QUESTIONS
Lesson 3: Freedom to Love (A)	<ul style="list-style-type: none"> • What are the foundations of friendships? • What qualities are required to make a lifetime commitment to a relationship?
Lesson 4: Freedom to Love (B)	<ul style="list-style-type: none"> • What is the difference between love, sexual attraction, and infatuation? • What are some characteristics of unhealthy relationships? • How can you end an unhealthy relationship? • What are the standards for healthy dating situations?
Lesson 5: Freedom and Responsibility	<ul style="list-style-type: none"> • What are the stages of fetal development? • What are the signs and symptoms of pregnancy? • What is a father's role in pregnancy and parenting decisions?
Lesson 6: Freedom and Consequences	<ul style="list-style-type: none"> • What are some of the common STDs, their symptoms, and the consequences of acquiring them? • Why is it dangerous to have multiple sex partners?
Lesson 8: Freedom and Choices	<ul style="list-style-type: none"> • How do certain dating practices and behaviors increase sexual pressure? • What are some alternatives to sexual activity in a dating relationship?

CONTENT AREA: HEALTH	GRADE: 8	UNIT: II	UNIT NAME: FAMILY LIFE
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> Demonstrate through role play different scenarios which would express healthy dating situations and the proper strategies to end unhealthy relationships Research and evaluate different professional intervention services available to young adults about relationships, sexual orientation, and reproductive health Determine how certain behaviors may place adolescents at a greater risk for HIV/AIDS, STIs and unintended pregnancy 	<ul style="list-style-type: none"> 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. 2.4.8.A.3: Explain when the services of professionals are needed to intervene in relationships. 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. 2.4.8.C.1: Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. 2.4.8.C.3: Determine effective strategies and resources to assist with parenting. 2.4.8.B.4: Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy. 	<p><i>Suggested length of study:</i> 6 weeks</p> <p>Worksheets:</p> <ul style="list-style-type: none"> Friendship Foundations Friendship Quotations Sometimes Sex and Love Get All Mixed Up Tips for Making Healthy Choices Fetal Development Review Dave's Story STD Fact Sheet Getting to Know You Saying No Setting My Boundaries You-Turns My Decision Card <p><i>Choices</i> Magazines</p> <p>Discussion Questions</p>

CONTENT AREA: HEALTH

GRADE: 8

UNIT: II

UNIT NAME: FAMILY LIFE

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Evaluate and demonstrate the impact of effective refusal skills to avoid peer pressure and to make healthy decisions • Demonstrate sensitivity and respect when discussing topics regarding sexual identity, gender roles, and sexual orientation • Research and evaluate different professional intervention services available to young adults about relationships, sexual orientation, sexually transmitted diseases and reproductive health • Research the different stages during pregnancy, labor, childbirth and the impact that it has on one's physical, social, and emotional state 	<ul style="list-style-type: none"> • 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.5: Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping. • 2.4.8.A.3: Explain when the services of professionals are needed to intervene in relationships. • 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. • 2.4.8.C.1: Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. • 2.4.8.C.3: Determine effective strategies and resources to assist with parenting. • 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><i>Formative:</i></p> <p>Class participation</p> <p>Thumbs up/ Thumbs down</p> <p><i>Summative:</i></p> <p>Lesson Reviews</p> <p>Lesson Quizzes</p> <p>Worksheets</p> <p>Unit Test</p>

CONTENT AREA: HEALTH	GRADE: 8	UNIT: III	UNIT NAME: ALCOHOL, TOBACCO, AND OTHER DRUGS
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<p><i>YES YOU CAN!</i> CURRICULUM NJ PHYSICIANS ADVISORY GROUP 2011</p>	<p>ESSENTIAL QUESTIONS</p>
<p>Lesson 5: Freedom and Responsibility</p>	<ul style="list-style-type: none"> • What are the risks of alcohol, smoking and drug use during pregnancy?
<p>Lesson 7: Limits to Freedom</p>	<ul style="list-style-type: none"> • What is the impact of drugs and alcohol on decision-making? • What are some strategies to cope with peer pressure related to alcohol and drugs? • What are some strategies to identify risks associated with date rape and how can it be avoided?

CONTENT AREA: HEALTH	GRADE: 8	UNIT: III	UNIT NAME: ALCOHOL, TOBACCO, AND OTHER DRUGS
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STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Investigate and analyze adverse consequences of the misuse and abuse of alcohol, tobacco, and other drugs • Research school district policy/local/state laws governing drug and alcohol use 	<ul style="list-style-type: none"> • 2.3.8.B.1: Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. • 2.3.8.B.2: Predict the legal and financial consequences of the use, sale, and possession of illegal substances. • 2.3.8.B.8: Analyze health risks associated with injected drug use. • 2.3.8.B.4: Compare and contrast smoking laws in New Jersey with other states and countries. • 2.3.8.C.2: Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Activities</p> <p><i>Summative:</i></p> <p>Lesson Reviews</p> <p>Lesson Quizzes</p> <p>Unit Test</p> <p>Worksheets</p>

CONTENT AREA: HEALTH**GRADE: 8****UNIT: IV****UNIT NAME: COMMUNITY HEALTH SKILLS**

TEEN HEALTH COURSE 3 GLENCOE 2005	ESSENTIAL QUESTIONS
Chapter 4: Mental and Emotional Health	<ul style="list-style-type: none"> • What are some mental and emotional problems? • How can you recognize when a person is seriously depressed? • What types of treatments are available to people who have a mental or emotional problem? • What strategies can be used in dealing with loss?
Chapter 16: Growth and Development, Lesson 2	<ul style="list-style-type: none"> • What are causes of birth defects? • What type of physical and mental disabilities can be caused by birth defects? • In what ways, both physical and mental, do people with disabilities suffer?
Chapter 19: Safety and Environmental Health	<ul style="list-style-type: none"> • How can you be prepared for emergencies? • How can you take universal precautions when giving first aid? • What are the basic steps to follow in emergencies?

CONTENT AREA: HEALTH

GRADE: 8

UNIT: IV

UNIT NAME: COMMUNITY HEALTH SKILLS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Suggested Materials & Length of Study/ Resources/ Technology for Unit
<ul style="list-style-type: none"> • Develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures • Analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities • Role play, mock trial, debate health and social issues within the community that pique awareness and responsiveness 	<ul style="list-style-type: none"> • 2.2.8.A.1: Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. • 2.1.8.E.3: Explain how culture influences the ways families and groups cope with crisis and change. • 2.2.6.C.3: Develop ways to proactively include peers with disabilities at home, at school, and in community activities. • 2.2.8.C.2: Analyze to what extent various cultures have responded effectively to individuals with disabilities. • 2.2.8.D.2: Defend a position on a health or social issue to activate community awareness and responsiveness. 	<p><i>Suggested length of study:</i> 2 weeks</p> <p>Classroom text</p> <p><i>Choices</i> magazines</p> <p>Discussion questions</p> <p>Chapter Reviews</p> <p>Jeopardy Reviews</p> <p>Computer Lab for Projects</p> <p>Lesson from the nurse on First Aid and Safety</p>

CONTENT AREA: HEALTH

GRADE: 8

UNIT: IV

UNIT NAME: COMMUNITY HEALTH SKILLS

STUDENT LEARNING OBJECTIVES	NJCCCS/Cumulative Progress Indicator (CPI)	Assessments
<ul style="list-style-type: none"> • Describe situations when an adult or professional intervention is necessary and where to find those services • Determine the effect that mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them • Determine the degree of risk of intentional or unintentional injury (to self or others) and identify strategies to help prevent them • Demonstrate and describe first aid procedures which would include the care of head injuries, wound assessment/treatment (bleeding wounds, burns, fractures, shock) as well as basic life support procedures 	<ul style="list-style-type: none"> • 2.2.8.E.2: Compare and contrast situations that require support from trusted adults or health professionals. • 2.2.8.B.3: Analyze factors that support or hinder the achievement of personal health goals during different life stages. • 2.1.6.C.3: Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them. • 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. • 2.1.8.D.2: Describe effective personal protection strategies used in public places and what to do when one's safety is compromised. • 2.1.8.D.4: Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning. 	<p><i>Formative:</i></p> <p>Class participation</p> <p>Peer assessments</p> <p><i>Summative:</i></p> <p>Chapter Reviews</p> <p>Chapter Tests</p> <p>Unit Tests</p> <p>Health Projects</p>