

# Cedar Grove School District

## Health- Grades 5-8

Revised 2017

Approved by the Cedar Grove Board of Education

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# **Health Grades 5**

## **Course Description**

The focus of the **5th Grade** health curriculum is on an introduction to health and wellness, decision making, social and emotional health, and puberty. At this age, it is very important that the learner is able to understand the basics of health instruction, as well as proper decision making skills. In addition, learning about the physical and emotional changes that occur during puberty is very important. Ultimately, students will come from this curriculum having a strong base in health and wellness, as well as an introduction to the changes that happen during this time.

**This curriculum was written in accordance with the  
NEW JERSEY STUDENT LEARNING STANDARDS  
for  
Comprehensive Health and Physical Education**

The standards are located at  
<http://www.state.nj.us/education/cccs/2014/chpe/standards.pdf>



# Health Grade 5

Unit: Health and Wellness

Memorial Middle School



Week 1 - Week 2

## Stage 1: Desired Results

### NJ Standards

### NJ: 2014 NJSL: Comprehensive Health and Physical Education

#### NJ: Grade 6

#### 2.1 Wellness

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

#### A. Personal Growth and Development

**2.1.6.A.3** Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

#### E. Social and Emotional Health

**2.1.6.E.1** Examine how personal assets and protective factors support healthy social and emotional development.

**2.1.6.E.2** Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

**2.1.6.E.3** Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

### Enduring Understandings

- The four parts of your health are physical, emotional, social, and mental health
- Your health is influenced by your heredity and your environment
- Wellness is having all parts of your health balanced
- Life skills help you deal with situations that can affect your health

### Essential Questions

- What are five things you can do to stay physically healthy?
- What are three signs of good mental health?
- What are the nine life skills that can guide you to better health?
- What are three things you can do to improve your mental health?
- What is an example of a health decision you make every day?

### Content

- Important Terms
- Health
- Wellness
- Heredity
- Environment
- Lifestyle
- Attitude
- Preventative Healthcare

### Skills

- Identify the four parts of health
- Explain how the four parts of health affect your wellness
- Explain how heredity influences your health
- Explain how the environment affects your health
- Describe how you can make responsible choices about your health

- Life skills

- Explain what you can do to take control of your health
- Identify the nine life skills that can improve your health
- Explain how you can check your progress in learning these skills

### Stage 2: Assessment Evidence

#### Assessment

#### Chapter Test

**Formative:** Written Test

Chapter Test on subject matter went over in class

### Stage 3: Learning Plan

#### Learning Activities

- Individual article reading and analysis
- Group article discussion
- Group text discussion

#### Resources

- *Decisions for Health*. Level Green Textbook, Holt, Rinehart, and Winston, C. 2009



Week 3 - Week 4

**Stage 1: Desired Results**

**NJ Standards**

**NJ: 2014 NJSL: Comprehensive Health and Physical Education**

**NJ: Grade 6**

**2.1 Wellness**

**E. Social and Emotional Health**

**2.1.6.E.1** Examine how personal assets and protective factors support healthy social and emotional development.

**2.1.6.E.2** Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

**2.1.6.E.3** Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

**2.2 Integrated Skills**

**E. Decision Making and Goal Setting**

**2.2.6.B.1** Use effective decision-making strategies.

**2.2.6.B.2** Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

**Enduring Understandings**

- A good decision is one in which you have carefully considered the outcome of each choice
- There are many influences on your decisions
- Peer pressure is a feeling that you should do something your friends want you to do
- A support system is made up of family and friends who can help you deal with negative pressure

**Essential Questions**

- What are the six steps to making good decisions?
- How can you show someone you mean no?
- What is a reward, and how does it help you reach your goal?
- Why is it important to set goals?
- How can a support system help you when you face pressure?

**Content**

- **Important Terms:**
  - consequence
  - interests
  - peer pressure
  - resource
  - support system
  - goals

**Skills**

- List three possible short term goals for a long term goal of making better grades
- Describe what a good decision is
- Identify three things that influence your decision making
- Explain the difference between positive, neutral, and negative consequences

- mentor
- refusal skills
- success
- values

- Identify six steps useful in making good decisions
- Explain the importance of predicting consequences
- List five refusal skills
- Distinguish between positive and negative peer pressure
- Explain the importance of a support system
- Describe how your interests and values influence your goals
- Identify four resources available for working towards ones goal

### Stage 2: Assessment Evidence

#### Assessment

#### **Chapter Test**

**Formative:** Written Test

Chapter Test on subject matter covered in class

### Stage 3: Learning Plan

#### Learning Activities

- Individual article reading and analysis
- Group article discussion
- Group text discussion

#### Resources

- *Decisions for Health*. Level Green Textbook, Holt, Rinehart, and Winston, C. 2009



Week 5 - Week 6

**Stage 1: Desired Results**

**NJ Standards**

**NJ: 2014 NJSL: Comprehensive Health and Physical Education**

**NJ: Grade 4**

**2.1 Wellness**

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**A. Personal Growth and Development**

**2.1.4.A.2** Determine the relationship of personal health practices and behaviors on an individual's body systems.

**B. Nutrition**

**2.1.4.B.2** Differentiate between healthy and unhealthy eating practices.

**C. Diseases and Health Conditions**

**2.1.4.C.3** Explain how mental health impacts one's wellness.

**D. Safety**

**2.1.4.D.2** Summarize the various forms of abuse and ways to get help.

**NJ: Grade 6**

**2.1.6.A.2** Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

**2.1.6.A.3** Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

**B. Nutrition**

**2.1.6.B.1** Determine factors that influence food choices and eating patterns.

**Enduring Understandings**

- Self-Esteem is how much you like yourself as a person. Self-esteem includes how much you value yourself and how you feel about yourself
- Self-esteem affects your relationships with other people and how you face new situations
- Self-concept is how you see yourself

**Essential Questions**

- What are the characteristics of a person who has high self-esteem?
- How can your friends be a positive or negative influence on your self-esteem?
- What is physical self-concept?
- What does being assertive mean?
- What are the characteristics of a person with low self-esteem?

<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>• <b>Important Terms</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Self-concept</li> </ul> </li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Explain how self-esteem affects your life</li> <li>• Identify the characteristics of high self-esteem and low self-esteem</li> <li>• Identify five influences on self-esteem</li> <li>• Describe how self-concept and self-esteem are different</li> <li>• Identify three areas of self-concept</li> </ul>
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**Stage 2: Assessment Evidence**

<p><b><u>Assessments</u></b></p> <p><b>Chapter Test</b>  <b>Formative:</b> Written Test  Chapter test on the material covered in class</p> <p><b>Self-Esteem Interview Project</b>  <b>Formative:</b> Personal Project  Students are to interview someone in their life who they believe has high self-esteem, and answer questions in a short report.</p>
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**Stage 3: Learning Plan**

<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>• Individual article reading and analysis</li> <li>• Group article discussion</li> <li>• Group text discussion</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <i>Decisions for Health</i>. Level Green Textbook, Holt, Rinehart, and Winston, C. 2009</li> </ul>
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# Health Grades 6

## Course Description

The focus of the **6th Grade** health education curriculum is on nutrition and nutritional choices, understanding the functions of the different systems of the body, and the ability to recognize diseases. The purpose of this course is to develop decision making skills so that students can make good decisions regarding their own health, and what they are putting into their bodies. By acquiring an accurate understanding of the human body, students will have the knowledge necessary to make good choices.



Week 1 - Week 3

**Stage 1: Desired Results**

**NJ Standards**

**NJ: 2014 NJSL: Comprehensive Health and Physical Education**

**NJ: Grade 6**

**B. Nutrition**

**2.1.6.B.1** Determine factors that influence food choices and eating patterns.

**2.1.6.B.2** Summarize the benefits and risks associated with nutritional choices, based on eating patterns.

**2.1.6.B.3** Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.

**2.1.6.B.4** Compare and contrast nutritional information on similar food products in order to make informed choices.

**NJ: Grade 8**

**2.1.8.B.2** Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

**Enduring Understandings**

- Nutrients are the substances in food that your body needs for normal growth, maintenance, and repair
- Carbohydrates, fats, and proteins are the essential nutrients that provide your body with energy
- Vitamins and minerals control many body functions and help your body use the other essential nutrients
- Water is used to transport nutrients and regulate body temperature
- Dietary Guidelines for Americans are a set of suggestions that can help you make healthy food choices

**Essential Questions**

- What do proteins do for your body?
- How can you use the Nutrition Facts Label to find out if a food is good for you?
- What can help you make healthy food choices?
- What is the importance of making healthy food choices?

**Content**

- **Important Terms**
  - Nutrient
  - Calorie
  - Carbohydrate
  - Protein
  - Fat
  - Vitamin

**Skills**

- Explain the process of digestion
- Explain the importance of protein to the human body
- List the six classes of essential nutrients, and two foods that are good sources of each
- Identify the food groups shown in the MyPyramid food guidance system

- Mineral
- MyPyramid
- Nutrition Facts Label
- Dietary Guidelines for Americans

- Explain how you would use the MyPyramid food guidance system to plan a meal for 1 day
- Describe both vitamins and minerals, as well as give three examples of foods that are good sources of both

### Stage 2: Assessment Evidence

#### **Assessments**

##### **Chapter Test**

**Formative:** Written Test

Chapter Test on subject matter

##### **Nutrition Project**

**Formative:** Personal Project

Students document in a log what they have eaten over a 3 day period and analyze if they are eating healthy or not

### Stage 3: Learning Plan

#### **Learning Activities**

- Individual article reading and analysis
- Group article discussion
- Group text discussion

#### **Resources**

- *Decisions for Health*. Level Green Textbook, Holt, Rinehart, and Winston, C. 2009



Week 4 - Week 6

**Stage 1: Desired Results**

**NJ Standards**

**NJ: 2014 NJSL: Comprehensive Health and Physical Education**

**NJ: Grade 6**

**2.1 Wellness**

**2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.**

**A. Personal Growth and Development**

**2.1.6.A.2** Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

**C. Diseases and Health Conditions**

**2.1.6.C.1** Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.

**2.6 Fitness**

**2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

**A. Fitness and Physical Activity**

**2.6.6.A.5** Relate physical activity, healthy eating, and body composition to personal fitness and health.

**Enduring Understandings**

- Cells form tissues. Tissues form organs. Organs form body systems
- The skeletal system supports and protects the body
- The muscular system provides movement
- The digestive system breaks down food to get nutrients
- The circulatory system carries materials through the body
- The respiratory system gets oxygen from the air and releases carbon dioxide
- The nervous system controls all other body systems

**Essential Questions**

- Why do muscles work in pairs to move the body?
- How do cells, tissues, and organs work together in the body?
- How could damage to the nervous system affect another body system?
- Why are proteins important to the human body?

**Content**

- Important Terms

**Skills**

- Describe how cells, tissues, and organs work

- cell
- tissue
- organ
- body system
- bone
- bone marrow
- joint
- skeletal muscle
- smooth muscle
- cardiac muscle
- digestion
- nutrients
- artery
- vein
- capillary
- trachea
- lung
- diaphragm
- brain
- spinal cord
- nerve
- reflex
- calcium
- sleep

- together in the body
- Discuss how problems in one body system can affect another body system
  - Explain how the skeletal system changes with age
  - Explain how muscles work in pairs to produce movement
  - Explain how the body uses food
  - Explain four ways the body releases waste products
  - Explain the function of the circulatory system
  - Describe the breathing process
  - Explain how the nervous system responds to the body's needs
  - Discuss the importance of getting sleep and drinking water

### Stage 2: Assessment Evidence

#### Assessments

##### **Chapter Test**

**Formative:** Written Test

Chapter test on subject matter covered in class

##### **Chapter quiz**

##### **Written Test**

Chapter quiz based on subject matter covered in class

### Stage 3: Learning Plan

#### Learning Activities

- Individual article reading and analysis
- Group article discussion
- Group text discussion

#### Resources

- *Decisions for Health*. Level Green Textbook, Holt, Rinehart, and Winston, C. 2009

# Health Grades 7

## Course Description

The focus of the **7th Grade** health education curriculum consists of several major parts including discussion of growth and development, human reproduction, pregnancy and fetal development, and drugs and alcohol. These units include concepts which are connected. The period of adolescence brings emotional and social challenges that match those of puberty. Explaining those changes to growing boys and girls helps to ease the transition from childhood to adolescence. Discussion of human reproduction and the course of pregnancy and fetal development allow students to envision the life cycle from the start. This is the first step in the prevention of misuse and abuse of unhealthy and dangerous substances. The use and possible abuse of drugs, alcohol and tobacco continues to be an issue in this day and age. The health concepts presented at this level will help to develop attitudes, skills, and behaviors necessary for a substance free lifestyle.



## Health Grade 7

Unit: Teens and Alcohol/Tobacco/Drugs

Memorial Middle School



Week 1 - Week 4

### Stage 1: Desired Results

#### NJ Standards

### NJ: 2014 NJSL: Comprehensive Health and Physical Education

#### NJ: Grade 8

#### 2.3 Drugs and Medicines

#### B. 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.2** Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
- 2.3.8.B.3** Analyze the effects of all types of tobacco use on the aging process.
- 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.
- 2.3.8.B.7** Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
- 2.3.8.B.8** Analyze health risks associated with injected drug use.

#### C. Dependency/Addiction and Treatment

- 2.3.8.C.1** Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
- 2.3.8.C.2** Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

#### Enduring Understandings

- Tobacco products contain hundreds of chemicals
- Smoking is against the law if you are under 18
- Respiratory diseases, cardiovascular diseases and cancer are some of the major classes of illnesses caused by tobacco use
- Alcohol is a depressant drug that affects the central nervous system
- Alcohol's effects on the body and brain make it extremely dangerous to drink and drive or

#### Essential Questions

- How does nicotine enter the body when someone smokes a cigarette, and where does the nicotine go?
- Why is it harmful to be near someone who is smoking, even if you aren't?
- How does alcohol affect a person's ability to drive?
- Why is it dangerous for a pregnant woman to drink alcohol?
- Why might drinkers become involved with

<p>do any other complex activity</p> <ul style="list-style-type: none"> <li>• A drug is any substance other than food that changes a person's physical or psychological state</li> <li>• Drug abuse can lead to drug addiction</li> <li>• Drug addiction can cause problems with relationships, your health, money, and the law</li> </ul>	<p>violence more easily than nondrinkers?</p> <ul style="list-style-type: none"> <li>• What are four reasons to stay drug free?</li> <li>• What is drug addiction, and how is it related to dependence?</li> </ul>
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<p><b><u>Content</u></b></p> <ul style="list-style-type: none"> <li>• Important terms <ul style="list-style-type: none"> <li>○ nicotine</li> <li>○ environmental tobacco smoke (ETS)</li> <li>○ emphysema</li> <li>○ cardiovascular disease</li> <li>○ addiction</li> <li>○ tolerance</li> <li>○ withdrawal</li> <li>○ drug</li> <li>○ depressant</li> <li>○ intoxication</li> <li>○ alcohol abuse</li> <li>○ Fetal Alcohol Syndrome (FAS)</li> <li>○ alcoholism</li> <li>○ medicine</li> <li>○ over the counter medicine (OTC)</li> <li>○ drug misuse</li> <li>○ drug abuse</li> <li>○ drug addiction</li> <li>○ stimulant</li> <li>○ hallucinogen</li> </ul> </li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• List three activities that are made more difficult by being a tobacco user</li> <li>• Name five types of tobacco products</li> <li>• List two common respiratory diseases</li> <li>• Explain how smoking can damage the cardiovascular system</li> <li>• Describe how alcohol acts as a depressant</li> <li>• Give three reasons that teens drink alcohol, and three reasons for not drinking</li> <li>• List the five ways that drugs enter the body, and briefly describe each</li> <li>• In your own words, compare the effects of stimulants with the effects of depressants</li> <li>• Describe five ways to refuse drugs, and give an example of each</li> <li>• Explain the most common problems experienced by marijuana users</li> </ul>
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**Stage 2: Assessment Evidence**

<p><b><u>Assessments</u></b></p> <p><b>Chapter Test</b>  <b>Formative:</b> Written Test  Chapter Test on subject matter</p> <p><b>Celebrity Addiction Poster Project</b>  <b>Formative:</b> Personal Project  Students are to create a poster and written assignment about a celebrity who has experienced addiction</p>
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**Stage 3: Learning Plan**

<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>• Individual article reading and analysis</li> <li>• Group article discussion</li> <li>• Group text discussion</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <i>Decisions for Health</i>. Level Green Textbook, Holt, Rinehart, and Winston, C. 2009</li> </ul>
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Week 5 - Week 6

**Stage 1: Desired Results**

**NJ Standards**

**NJ: 2014 NJSLS: Comprehensive Health and Physical Education**

**NJ: Grade 8**

**2.4 Human Relationships and Sexuality**

**B. 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.

**C. 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.

**Enduring Understandings**

- Adolescence is the stage of development from the start of puberty to adulthood
- Hormones are chemicals that control the growth and activity of the body
- Pregnancy is divided into three trimesters, each is about three months long
- Aging is a natural part of life
- Death is the end of life, People experience grief when someone dies

**Essential Questions**

- How are growth and development affected by heredity and environment?
- What role does the endocrine system play in growth and development?
- What are the stages of childhood?

**Content**

- Important terms
  - Genes
  - Heredity
  - Sex cell
  - Environment
  - sperm
  - testes

**Skills**

- Briefly describe how sex cells combine to pass on the genes of both mother and father
- List and describe two problems of the male reproductive system and the female reproductive system
- Summarize the typical menstrual cycle
- Describe what happens to the body during

- egg (ovum)
- ovulation
- menstruation
- endocrine system
- gland
- hormone
- pregnancy
- embryo
- fetus
- adolescence
- puberty
- adulthood
- grief

- aging
- Describe human development from fertilization to birth
  - Identify four ways to protect your reproductive system from harm

### Stage 2: Assessment Evidence

#### Assessments

##### **Chapter Test**

**Formative:** Written Test

Chapter Test on subject matter

##### **Chapter Quiz**

**Formative:** Other written assessments

Midpoint quiz on subject matter

### Stage 3: Learning Plan

#### Learning Activities

- Individual article reading and analysis
- Group article discussion
- Group text discussion

#### Resources

- *Decisions for Health*. Level Green Textbook, Holt, Rinehart, and Winston, C. 2009

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# Health Grades 8

## Course Description

The focus of the **8th Grade** health education curriculum focuses on family, relationships, birth control methods and STI's. Life is a series of relationships, beginning at birth with our families. As the life cycle progresses, individuals need to develop an understanding of the purpose and characteristics of a healthy family life. In time, interpersonal interaction outside the family leads to friendship and dating situations, which create a need to clarify the tenets of positive and lasting relationships and the means to make informed and well thought out decisions regarding how those relationships go.



# Health Grade 8

Unit: Building Responsible Relationships

Memorial Middle School



Week 1 - Week 3

## Stage 1: Desired Results

### NJ Standards

### **NJ: 2014 NJSL: Comprehensive Health and Physical Education**

#### **NJ: Grade 8**

#### **2.1 Wellness**

#### **E. 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.

#### **2.4 Human Relationships and Sexuality**

**2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

#### **A. 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.

### Enduring Understandings

- Good skills, such as communication skills and assertive behavior, help keep your relationships healthy
- Being a family is a lot of work
- All families have problems sometimes

### Essential Questions

- What do you do if someone shows you affection in a way you don't like?
- How can refusal skills can be used to promote sexual abstinence?

- Talking to a trusted adult is a good way to cope sometimes
- Unhealthy relationships should be resolved as soon as possible
- Sexual abstinence is the only sure way to avoid pregnancy, some diseases, and the emotional scars of early sexual involvement

### Content

- Important Terms
  - Relationship
  - Active Listening
  - Body Language
  - Behavior
  - Empathy
  - Tolerance
  - Nurturing
  - Media
  - Unhealthy Relationships
  - Dating
  - Sexual Abstinence

### Skills

- Describe six different family structures
- Explain how refusal skills can be used to promote sexual abstinence
- Give two reasons why your role in your family may change
- Contrast assertive behavior with passive behavior and aggressive behavior
- List three ways to show tolerance to family members

## Stage 2: Assessment Evidence

### Assessments

#### **Chapter Test**

**Formative:** Written Test

Chapter Test from the Textbook on subject matter

#### **Role Model Project**

**Formative:** Personal Project

Students are to write a report on a family member or otherwise that they consider a role model to them

## Stage 3: Learning Plan

### Learning Activities

- Individual article reading and analysis
- Group article discussion
- Group text discussion

### Resources

- *Decisions for Health*. Level Green Textbook, Holt, Rinehart, and Winston, C. 2009



Week 4 - Week 6

**Stage 1: Desired Results**

**NJ Standards**

**NJ: 2014 NJSL: Comprehensive Health and Physical Education**

**NJ: Grade 8**

**2.1 Wellness**

**C. 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.

**2.4 Human Relationships and Sexuality**

**B. 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.

**Enduring Understandings**

- Infectious Diseases are caused by infectious agents that invade the body
- The immune system is the body's main weapon against infection
- Abstinence, or avoiding all sexual contact, is the only sure way to avoid STIs
- Knowing how to protect yourself and others from infectious diseases is very important

**Essential Questions**

- What are three activities or behaviors that could weaken your immune system?
- How does a vaccine work?
- What are 3 examples of STI's?

**Content**

- Important Terms

**Skills**

- List three examples of infections that are

<ul style="list-style-type: none"> <li>○ Infectious Disease</li> <li>○ Bacteria</li> <li>○ Antibiotic</li> <li>○ Virus</li> <li>○ Immune System</li> <li>○ Vaccine</li> <li>○ Sexually Transmitted Disease/Infection</li> <li>○ Sexual Abstinence</li> <li>○ HIV</li> <li>○ AIDS</li> </ul>	<p>contagious, and describe how each one can be passed from person to person</p> <ul style="list-style-type: none"> <li>● Describe how a vaccine works</li> <li>● Explain the difference between HIV and AIDS</li> <li>● Explain which virus causes mononucleosis</li> <li>● Explain what antibiotics do</li> <li>● Explain the difference between bacterial infections and viral infections</li> <li>● List 3 different Sexually Transmitted Diseases</li> </ul>
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**Stage 2: Assessment Evidence**

<p><b><u>Assessments</u></b>  <b>Chapter Test</b>  <b>Formative:</b> Written Test  Chapter Test from textbook on subject matter</p> <p><b>STD/STI Group Project</b>  <b>Formative:</b> Oral Report  Group Assignment on STD's</p>
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**Stage 3: Learning Plan**

<p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>● Individual article reading and analysis</li> <li>● Group article discussion</li> <li>● Group text discussion</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>● <i>Decisions for Health</i>. Level Green Textbook, Holt, Rinehart, and Winston, C. 2009</li> </ul>
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