

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 8 Health Curriculum



Adopted by the Board of Education September 2023

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Health

Curriculum Scope and Sequence

Content Area	Health Education	Course Title/Grade Level:	8th Grade
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	Topic/Unit Name	Suggested Pacing (Days/Weeks)
<u>Topic/Unit #1</u>	Steroid Education	5
<u>Topic/Unit #2</u>	Inhalant Education	5
<u>Topic/Unit #3</u>	Drug Education Project - Alcohol, Tobacco & Other Drugs (RX/Opioids)	9
<u>Topic/Unit #4</u>	Personal Growth & Development and Family Life (Pregnancy & Parenting)	7
<u>Topic/Unit #5</u>	Social and Sexual Health, LGBTQIA+/Sexually Transmitted Diseases (STI's)	12

Topic/Unit 1 Title	Steroid Education	Approximate Pacing	5
STANDARDS			
NJSLS Health			
<p>2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p> <p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p> <p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p> <p>2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.</p>			
Interdisciplinary Connections:		Computer Science and Design Thinking:	

1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

(Ex. Using academic information students create a song and present)

• 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect an individual's everyday activities and career options.

(Ex: Discussions surrounding how choices and decisions that you make today and impact your future; focusing on social medias direct impact on program admissions and employment opportunities)

Career Readiness, Life Literacies and Key Skills:

• 9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

• 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

• 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

(Ex. Discussions surrounding steroids that highlight/demonstrate that students who make healthier choices are ready and able to learn at higher levels, thereby setting themselves up for more success and opportunities than peers to make unhealthy choices.)

(Ex. Develop a plan including short and long term goals and the steps/choices that you must complete/adhere to to achieve those goals.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

What are Anabolic Steroids?
What is the difference between legal steroids and illegal steroids?
What are the short and long term side effects of Steroid use?
What are some of the male changes that happen when abusing Steroids?
What are some of the female changes that happen when abusing Steroids?
What are some of the Withdrawals of steroid use?
Why do teens start abusing Steroids?
What are some possible treatments from steroid addiction?

STUDENT LEARNING OBJECTIVES

Key Knowledge

Process/Skills/Procedures/Application of Key Knowledge

Students will know:

Steroids
Anabolic Steroids
testosterone
Androgenic
Priapism
Gynecomastia
testicular atrophy
street names (Juice, Roids, Pump, gym candy)

Students will be able to:

Define the short and long term effects of steroid use.
List guidelines for the safe use of legal steroids.
Examine the impact of steroids on individuals, families, and communities.
List risk and protective factors associated with the use and abuse of steroids.
Examine the impact of peer pressure on steroids.
Identify practices that help to support a drug-free lifestyle.
Practice interpersonal and communication skills (e.g., assertiveness, refusal skills, negotiation, conflict management)

Recognize the signs of addiction.

Explain the need for professional intervention for those affected by addictions.

Identify community resources available to support individuals impacted by substance abuse.

ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

Assessment - Short answer, matching, multiple choice, fill in the blank

Formative Assessments
(Ongoing assessments during the learning period to inform instruction)

- Brain-Pop quiz
- Kids Health quiz
- Vocabulary Matching Activity
- Kahoot
- Quizlet
- Quizizz
- Gimkit
- Show of Hands
- Exit Cards
- Teach a friend
- Think-Pair-share
- Three facts and a Fib
- Thumbs up, Thumbs down
- Traffic Light
- Turn and Talk
- Discussions
- Brainstorming
- List 10 things (list 3 things)

Alternative Assessments (Any learning activity or assessment that asks students to *perform to*

Steroid Education Project (Steroid Song)
Flipgrid

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Substance Abuse affecting the body
RESOURCES	
Core instructional materials: Healthwaves Brain-Pop Kidshealth Teen Health	
Supplemental materials: Scholastic Choice Magazine Videos Ted Talks video clips	
Modifications for Learners	
See appendix	

Topic/Unit 2 Title	Inhalant Education	Approximate Pacing	5
STANDARDS			
NJSLS Health			
2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.			

2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.
 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Interdisciplinary Connections:	Computer Science and Design Thinking:
<p>PS1.B: Chemical Reactions Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants. (MS-PS1-2),(MS-PS1-5) <i>(Note: This Disciplinary Core Idea is also addressed by MS-PS1-3.)</i></p> <p>(Ex. Discussion that abusing chemicals such as helium can damage the brain, heart and lungs - link to chemical reactions taking place in the body.)</p>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>(Ex: Collect, organize, and share information and data relating the impact of alcohol and drugs on different areas of the brain.)</p>

Career Readiness, Life Literacies and Key Skills:

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

(Ex. Students will discuss the dangers of Inhalants and how abusing inhalants affect their mind and body as well as the potential impact on future job employment)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- What are inhalants?
- Why are inhalants poisonous chemical vapors?
- How can inhalants cause a condition called sudden sniffing death?
- How can inhalants cause damage to the whole body—including death?
- Why do teens need to learn the facts about the destructive power of using inhalants?
- What are the classifications of Drugs?
- What are some examples of Inhalants?
- How do teens abuse/use inhalants?
- What are some possible street names of Inhalants?
- What are some of the short and long term effects of Inhalant use?
- What are some of the mental and emotional side effects of Inhalant abuse?
- What is the difference between harmful and helpful drugs?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <p>Inhalants Stimulants</p>	<p><i>Students will be able to:</i></p> <p>Heighten awareness of the adverse health effects and other consequences of inhalant use.</p>

<p> Depressants hallucinogens Narcotics Solvents Refrigerants Aerosol Medical Anesthetic Gasoline Huffing Sniffing Texas shoe shine Sudden Sniffing Death Syndrome </p>	<p> Identify science-based facts about inhalants. </p> <p> Distinguish the ways in which inhalants can damage the brain and body, sometimes causing death. </p> <p> Understand that trying inhalants even once can be dangerous or even deadly. </p> <p> Define the short and long term effects of using inhalants. </p> <p> Examine the impact of inhalants on individuals, families, and communities. </p> <p> Examine the impact of peer pressure on inhalants. </p> <p> Identify practices that help to support a drug-free lifestyle. </p> <p> Practice interpersonal and communication skills (e.g., assertiveness, refusal skills, negotiation, conflict management) </p> <p> Recognize the signs of addiction. </p> <p> Explain the need for professional intervention for those affected by addictions. </p> <p> Identify community resources available to support individuals impacted by substance abuse. </p>
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ASSESSMENT OF LEARNING

<p> Summative Assessment (Assessment at the end of the learning period) </p>	<p>Assessment - Short answer, matching, multiple choice, fill in the blank</p>
<p> Formative Assessments (Ongoing assessments during </p>	<ul style="list-style-type: none"> ● Brain-Pop quiz ● Kids Health quiz ● Vocabulary Matching Activity

<p>the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Kahoot ● Quizlet ● Quizizz ● Show of Hands ● Exit Cards ● Teach a friend ● Think-Pair-share ● Three facts and a Fib ● Thumbs up, Thumbs down ● Traffic Light ● Turn and Talk ● Discussions ● Whip Around ● Brainstorming ● List 10 things (list 3 things)
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>worksheets</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Substance Abuse affecting the body</p>
<p>RESOURCES</p>	
<p>Core instructional materials: Healthwaves Brain-Pop Kidshealth Teen Health</p>	

Supplemental materials: Scholastic Choice Magazine Videos Health Wave Promotions Curriculum Worksheets
Modifications for Learners
See appendix

Topic/Unit 3 Title	Drug Education Project - Alcohol, Tobacco & Other Drugs (RX/Opioids)	Approximate Pacing	9
STANDARDS			
NJSLS Health			
<p>2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</p> <p>2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</p> <p>2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</p> <p>2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</p> <p>2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</p> <p>2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</p> <p>2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual’s social, emotional, and physical well-being.</p> <p>2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</p>			

2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.	
Interdisciplinary Connections:	Computer Science and Design Thinking:
<p>MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p> <p>SL. 8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>(Ex. Research materials of individual drugs to create informed documents used in a future presentation.)</p>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>(Ex. Students will use WeVideo to create a personal video of the drug of their choice, using text, graphic, voice over, images, and music to convey information.)</p>
Career Readiness, Life Literacies and Key Skills:	
<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p> <p>(Ex. Through classroom discussions, students will gather that individuals who have higher levels of academic achievement are less likely to engage in risky behaviors)</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>What prevents people from practicing healthy behaviors?</p>	

Why avoid using drugs?
How can I avoid using drugs?
How can the decision making process be used when dealing with drugs?
What are the street names for drugs?
What are the differences between drugs and street drugs?
Which drugs are most likely to be misused or abused?
What are drug treatment options?
What are the steps and rewards of being drug free?
What are refusal skills?

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> Drug Abuse Peer Pressure Decision-making Refusal Skills Side-effects Disease Addiction Treatment/Recovery Prescription Drugs Over-the counter Drugs Gateway Drugs Marijuana (SPICE) Cocaine/Crack Heroin LSD/PCP Ecstasy RX/OTC Drugs (Percocet, Oxycodone, Fentanyl,etc...) Molly (MDMA) Hallucinogenic Mushrooms 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Learn how illegal drugs hurt the body. Discover negative reactions people have to taking drugs. Identify ways to deal with the pressure to use illegal drugs. Determine alternatives to taking drugs. Define the short and long term effects of drug use. Examine the impact of drugs on individuals, families, and communities. Identify the signs of symptoms of withdrawal. Identify practices that help to support a drug-free lifestyle. Practice interpersonal and communication skills (e.g., assertiveness, refusal skills, negotiation, conflict management)

<p>Vaping/E-cigarettes Alcohol</p>	<p>Recognize the signs of addiction.</p> <p>Explain the need for professional intervention for those affected by addictions.</p> <p>Identify community resources available to support individuals impacted by substance abuse.</p>
<p>ASSESSMENT OF LEARNING</p>	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Assessment - Short answer, matching, multiple choice, fill in the blank</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Brain-Pop quiz ● Kids Health quiz ● Vocabulary Matching Activity ● Kahoot ● Quizlet ● Quizizz ● Show of Hands ● Exit Cards ● Teach a friend ● Think-Pair-share ● Three facts and a Fib ● Thumbs up, Thumbs down ● Traffic Light ● Turn and Talk ● Discussions ● Whip Around ● Brainstorming ● List 10 things (list 3 things)
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform to</i></p>	<p>Drug Education Project</p>

demonstrate their knowledge, understanding and proficiency)	
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Substance Abuse affecting the body
RESOURCES	
Core instructional materials: Healthwaves Brain-Pop Kidshealth Teen Health	
Supplemental materials: Scholastic Choice Magazine Videos Wevideos worksheets	
Modifications for Learners	
See appendix	

Topic/Unit 4 Title	Personal Growth & Development and Family Life (Pregnancy & Parenting)	Approximate Pacing	7
STANDARDS			
NJSLS Health			
2.1.8.PGD.1: Explain how appropriate health care can promote personal health.			

<p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p> <p>2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</p> <p>2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</p> <p>2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.</p> <p>2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</p> <p>2.1.8.PP.5: Identify resources to assist with parenting.</p>	
Interdisciplinary Connections:	Computer Science and Design Thinking:
<p>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>E. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>(Ex. Using technology to present and describe the stages that the sperm travels.)</p> <p>9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p> <p>9.1.8.C.1 Determine an individual’s responsibility for personal actions and contributions to group activities.</p> <p>9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.</p>

(Ex. Students will work together to create a narrative given a family life scenario discussed in class).	
Career Readiness, Life Literacies and Key Skills:	
<p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan</p> <p>(Ex. Students will use research strategies and technology to present information to their peers).</p>	
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>What are the different options for pregnancy?</p> <p>What are the stages of pregnancy fertilization to birth?</p> <p>What is the structure and function of the reproductive system?</p> <p>What are signs of pregnancy?</p> <p>What resources can assist with parenting?</p> <p>What are prenatal practices that support pregnancy?</p>	
STUDENT LEARNING OBJECTIVES	
Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i></p> <p>The appropriate medical terms for the human reproductive system</p> <p>The differences and similarities between the male and female reproductive systems</p> <p>The different pregnancy options</p> <p>The stages of prenatal development</p>	<p><i>Students will be able to:</i></p> <p>Understand that puberty helps to facilitate the emotional transition from childhood to adolescence.</p> <p>Recognize that caring for the reproductive systems contributes to living a healthy life.</p> <p>Acknowledge that prenatal care can lead to a healthy pregnancy and healthy child.</p>

<p>The physical effects of pregnancy on the female body</p> <p>Resources to assist with parenting</p>	<p>Understand that there are many factors that affect social, emotional, and financial challenges during parenthood.</p>
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Assessment - Short answer, matching, multiple choice, fill in the blank</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Brain-Pop quiz ● Kids Health quiz ● Vocabulary Matching Activity ● Kahoot ● Quizlet ● Quizizz ● Show of Hands ● Exit Cards ● Teach a friend ● Think-Pair-share ● Three facts and a Fib ● Thumbs up, Thumbs down ● Traffic Light ● Turn and Talk ● Discussions ● Whip Around ● Brainstorming ● List 10 things (list 3 things)
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Peer Assessments</p>

Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	Substance Abuse affecting the body
RESOURCES	
Core instructional materials: Healthwaves Brain-Pop Kidshealth Teen Health	
Supplemental materials: Scholastic Choice Magazine	
Modifications for Learners	
See appendix	

Topic/Unit 5 Title	Social and Sexual Health, LGBTQIA+ and Sexually Transmitted Infections (STI's)	Approximate Pacing	12
STANDARDS			
NJSLS Health			

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.**
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.**
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships**
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.**
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.**
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.**
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.**
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity.**
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.**
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them.**
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).**
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.**
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.**
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.**
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.**
- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).**
- 2.3.8.PS.2: Define sexual consent and sexual agency.**
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health**
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.**
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe.**
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully.**
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships.**

2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness.

2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).

2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

Interdisciplinary Connections:

Computer Science and Design Thinking:

8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
(Ex. Students research data related to specific STI's and present findings to the class.)

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

(Ex. Using wevideo, google slideshow, prezzi to present the material researched)

Career Readiness, Life Literacies and Key Skills:

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.

(Ex. Using the learned material about the consequences of STI's, students will make informed decisions.)

(Ex. Attained knowledge promotes confidence in appropriate decision making skills regarding sexual health.)

UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

- How do I know if I have healthy relationships?
- How can I use technology responsibly while dating?
- How can I protect my body?
- How can I maintain my personal limits in pressure situations?

- How can I contribute to a healthy relationship?
- How can I keep myself and others safe?
- How do my values impact my decision making?
- What is an STI?
- What are some Recent Statistics related to STIs (# of people infected, specifically teens if available and age group most affected)?
- How do the infections spread/what are the specific ways of transmission?
- What are the signs and symptoms of the Infection?
- What type of testing is available?
- What is the treatment for STIs?
- Are STIs curable?
- How can STIs be prevented?
- What does LGBTQIA+ stand for?
- What is the difference between gender identity, gender expression and sexual orientation?
- How can the school promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p>Students will know:</p> <ul style="list-style-type: none"> • Chlamydia • Gonorrhea • Herpes Simplex II (Genital Herpes) • Syphilis • HIV/AIDS • Human Papillomavirus (HPV) • Hepatitis B • Sexually Transmitted Infections • Human Trafficking • Sexting • LGBTQIA+ 	<p>Students will be able to:</p> <p>Identify common sexually transmitted diseases (STIs) (e.g., HIV/AIDS, chlamydia, gonorrhea, herpes, syphilis).</p> <p>Recognize symptoms, modes of transmission, including the absence of symptoms, and associated pathogens for common sexually transmitted diseases. Terms of a sensitive or explicit nature may be used in discussions.</p> <p>Determine risk-reducing behaviors in the prevention of STIs while discussing the advantages of abstinence over other methods of preventing Sexually Transmitted Infection.</p>

<ul style="list-style-type: none"> ● Gender identity ● Gender expression ● Sexual orientation 	<p>Recognize the importance of early detection and testing for Sexually Transmitted Infection.</p> <p>Identify qualities and strategies for developing healthy relationships including healthy ways to manage or adapt to changes.</p> <p>Analyze how self-image, social norms (e.g., age, gender, culture, ethnicity), and personal beliefs may influence choices, behaviors, and relationships.</p> <p>Identify ways to recognize, respect, and communicate personal boundaries for self and others.</p> <p>Develop and use effective communication skills including being able to discuss questions on sexuality with parents and/or guardians.</p> <p>Develop strategies to manage inappropriate comments or advances from others.</p> <p>Identify appropriate ways to show interest and express affection for others.</p> <p>Describe the benefits of sexual abstinence before marriage (e.g., personal and relationship growth, preventing early or unintentional pregnancy and/or sexually transmitted diseases), and strategies that support the practice.</p> <p>Understand that responsible actions regarding sexual behavior impact the health of oneself and others.</p>
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ASSESSMENT OF LEARNING

Summative Assessment
(Assessment at the end of the learning period)

Assessment - Short answer, matching, multiple choice, fill in the blank

<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● Brain-Pop quiz ● Kids Health quiz ● Vocabulary Matching Activity ● Kahoot ● Quizlet ● Quizizz ● Show of Hands ● Exit Cards ● Teach a friend ● Think-Pair-share ● Three facts and a Fib ● Thumbs up, Thumbs down ● Traffic Light ● Turn and Talk ● Discussions ● Whip Around ● Brainstorming ● List 10 things (list 3 things)
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Sexually Transmitted Infection Project</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Substance Abuse affecting the body</p>
<p>RESOURCES</p>	
<p>Core instructional materials: Healthwaves Brain-Pop Kidshealth</p>	

Teen Health
Supplemental materials: Scholastic Choice Magazine Videos
Modifications for Learners
See appendix