

Clinton-Glen Gardner School District



Curriculum Management System

Health

Grade 8

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 20, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

As part of the effort to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. Responsible decision-making, health enhancing behaviors, being a discriminating consumer, dealing safely with unhealthy or dangerous situations, and developing dependable support systems are all traits that contribute to one's wellness. The health and physical education program is comprehensive, sequential, and emphasizes the natural interdisciplinary connection between wellness and health and physical education with a focus on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness. The curriculum fosters students that:

- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting
- Engage in a physically active lifestyle that promotes overall wellness
- Develop a variety of skills that may afford them opportunities to develop physical fitness for present and future leisure time activities.
- Are knowledgeable about health and wellness and how to access health resources
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services
- Advocate for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues
- Practice effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills
- Are accepting and respectful of individual and cultural differences

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Comprehensive Health and Physical Education Standards and Cumulative Progress Indicators:

Summary of Revisions to the 2014 NJCCCS for Comprehensive Health and Physical Education

There were minor changes made to the 20014 standards. Additions to the standards included the following defining terms in the glossary: over load principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, N.J.S.A. 18A: 35-4.23a describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision of the Introduction of the document was the addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills; the phrase “Understanding national and international public health and safety issues” was added to the existing definition.

New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education INTRODUCTION

Comprehensive Health and Physical Education in the 21st Century

Health literacy is an integral component of 21st Century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

Mission: Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

Vision: A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation
- An emphasis on health literacy, a 21st Century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

Grade 8 Health Scope and Sequence

Quarter I	
<p>Topic: Becoming a Life-Long Learner</p> <ol style="list-style-type: none"> a. Identifying traits and skills and values of life-long learners b. Practicing effective oral and written communication skills c. Listening skills d. Conflict resolution e. Decision making skills f. Anger management g. Character values: respect, responsibility, honesty, caring, perseverance, discipline, empathy h. Meaning of community service i. Accessing valid resources 	<p>Topic: Disease and Illness Prevention</p> <ol style="list-style-type: none"> a. Signs and symptoms of illness b. Importance of early detection c. Prescriptions and their proper use d. Over the counter drugs e. Role of adequate sleep in disease prevention f. Impact of mental illness on physical, social and emotional well-being g. Chronic disease management h. Suicide prevention strategies i. Role of heredity as a risk factor j. Prevention and risk factors of common STDs including HIV/AIDS immunization protection k. Scientific discovery and the effort to stamp out disease l. Accessing valid resources
<p>Topic: The Cycle of Life</p> <ol style="list-style-type: none"> a. Physical, mental and social growth b. Factors that can and cannot be changed c. Consequences of health choices/behaviors at each stage d. Hormones and hygiene habits e. Postponement of sexual involvement f. Effective strategies for family communication g. Family support structures h. Practicing peer and parent communication skills i. Appropriate ways to show affection at different stages of life j. Dating violence prevention k. Responsibility and refusal skills l. Influence of media and peers 	<p>Topic: Substance Abuse Prevention</p> <ol style="list-style-type: none"> a. Difference between helpful and harmful use of prescription and non-prescription drugs b. Long and short term effects of various legal and illegal drugs c. How to report or seek assistance in unsafe situations involving drugs and/or poisonous substances d. Building personal assets e. Avoiding self destructive behavior f. Ways to use positive peer pressure to counteract negative effects of culture g. Resisting negative peer pressure h. Influence of marketing and advertising i. Reinforcement that most teens do not use drugs j. Evaluating government policies and initiatives in substance abuse prevention k. Community resources
<p>21st Century Skills (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	<p>21st Century Themes (the ones that apply are in bold):</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business & Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy

Differentiation: Refer to CPS Differentiation Tool Kit

Assessment: District end of unit assessment; Various opportunities for formative and summative assessments throughout units

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 8 Health	Topic: Becoming a Life-Long Learner	
		Goal 1: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; describe the traits, skills and values of a life-long learner; use written and oral communication skills to convey information, express needs and feelings, listen attentively, negotiate, refuse, arbitrate and resolve conflict.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
5-7	<p>1.1. Identify traits and skills of a life-long learner. (2.2.8.C.1)</p> <p>1.2. Explain the values that support the traits and skills of a life-long learner. (2.2.8.C.1)</p> <p>1.3. Demonstrate effective written communication skills to persuade, explain, describe, advocate, assert and refuse. (2.2.8.A.1, 2.2.8.A.2)</p> <p>1.4. Use effective written communication skills as healthy ways to convey information, express needs, wants and feelings and to have positive influence on others. (2.2.8.A.1, 2.2.8.A.2)</p> <p>1.5. Demonstrate effective oral communication skills to negotiate, arbitrate, resolve conflicts, refuse and attentively listen. (2.2.8.A.1, 2.2.8.A.2)</p>	<p>What are some traits of a life long learner?</p> <p>What character values are needed in order to be a lifelong learner?</p> <p>Why is it important to have effective written <i>and</i> oral communication skills?</p> <p>Why are effective resistance skills so important?</p> <p>Conceptual Understandings: Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p> <p>Effective interpersonal communication encompasses respect and acceptance of individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion and/or culture.</p> <p>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p>	<p>Materials: Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, index cards, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> List traits, skills and values of lifelong learner. Conflict Negotiation/Resolution Steps: Lesson Helper #2 Workplace Values Interview: Activity #3 E-mail Communication Conflict: Activity # 5 Advertising Angles: Activity #8 I Think I Like You: Activity #15 Effective Listening Skills: Are you an effective communicator? Are you a good listener?: Partner Drawing Challenge "I" vs. "you" message Role play resistance skills Other targeted extension activities <p>Assessment Models: Teacher observation Class participation Attitude and effort Use of character values</p>

Suggested days of Instruction	Curriculum Management System	Topic: Becoming a Life-Long Learner	
	Subject/Grade Level: Grade 8 Health	Goal 1: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; describe the traits, skills and values of a life-long learner; use written and oral communication skills to convey information, express needs and feelings, listen attentively, negotiate, refuse, arbitrate and resolve conflict.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>1.6. Use effective oral communication skills as healthy ways to convey information, express needs, wants and feelings and to have positive influence on others. (2.2.8.A.1, 2.2.8.A.2, 9.1.8.D.3)</p> <p>1.7. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>1.8. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>1.9. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p>		<p>Cooperation in group activities Class work/homework Quizzes</p> <p>Additional Resources: <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K. Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks and Heit Internet resources</p>

Suggested days of Instruction	Curriculum Management System	Topic: Becoming a Life-Long Learner	
	<u>Subject/Grade Level:</u> Grade 8 Health	<u>Goal 1:</u> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; describe the traits, skills and values of a life-long learner; use written and oral communication skills to convey information, express needs and feelings, listen attentively, negotiate, refuse, arbitrate and resolve conflict.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	1.10. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Health	Topic: The Cycle of Life	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
8-10	<p><u>The 2011 NJ DOE mandate to address incidents of dating violence should be integrated into this unit.</u></p> <p>2.1. Describe the social, emotional and physical changes during puberty. (2.4.8.B.1)</p> <p>2.2. Understand the reproductive stages of growth and development from fertilization through birth and describe the factors that impact pre-natal health. (2.1.8.A.2, 2.1.8.A.3, 2.1.8.A.4, 2.4.8.C.4)</p> <p>2.3. Predict short and long term impacts of teen pregnancy and parenthood. (2.4.8.C.3, 2.4.8.C.5)</p> <p>2.4. Identify responsible choices and skills that support healthy physical emotional, and social development through adulthood.</p>	<p>Essential Questions:</p> <p>What are some of the physical and emotional changes that teens experience during puberty?</p> <p>What are some healthy and appropriate ways to show affection?</p> <p>How might having conversations with a parent(s) (or other trusted adult) about health issues help you stay healthy and safe?</p> <p>Conceptual Understandings:</p> <p>The values acquired from family, culture, personal experiences and friends impact all types of relationships.</p> <p>Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.</p> <p>Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</p> <p>Every health-related decision has short term and long-term consequences and affects the ability to reach health goals.</p>	<p>Materials:</p> <p>Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, index cards, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide, reproductive system posters</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> review female and male changes during puberty discuss signs and symptoms of pregnancy and methods available to confirm pregnancy distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including stages of labor and delivery, post-partum period of adjustment discuss pre-natal care; health professionals/specialists Pregnancy Prevention and Contraception: Level 1; Activities # 6: Level 1: Activities: 12 & 13 How Personal Health Choices Impact Long and Short Term Goals: Activity # 8 Choices for a Lifetime: Activity #15 Baby, Baby: Activity #9

Suggested days of Instruction	Curriculum Management System	Topic: The Cycle of Life	
	<u>Subject/Grade Level:</u> Grade 8 Health	<u>Goal 2:</u> The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; understand the reproductive stages of growth and development from conception through birth; predict short and long-term impacts of teen pregnancy and parenthood; determine responsible choices and demonstrate skills that support healthy physical, emotional and social development through adulthood; predict how changes in the family unit impact family members.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(2.1.8.A.1, 2.1.8.A.2, 2.1.8.A.3, 2.1.8.A.4, 2.2.8.B.1, 2.2.8.B.2, 2.2.8.B.3, 2.4.8.A.1, 2.4.8.A.2, 2.4.8.A.3, 2.4.8.B.3, 2.4.8.B.4, 2.4.8.B.5, 2.4.8.B.6)</p> <p>2.5. Explain how the family unit impacts character development. (2.4.8.A.2)</p> <p>2.6. Predict how changes within a family unit can impact family members. (2.4.8.A.1)</p> <p>2.7. Describe healthy ways to demonstrate affection. (2.2.8.B.1, 2.4.8.A.3, 2.4.8.A.4, 2.4.8.A.5, 2.4.8.A.6, 2.4.8.B.2, 2.4.8.B.4)</p> <p>2.8. Explain strategies for handling incidents of dating violence.</p> <p>2.9. Identify reliable sources of</p>	<p>Pregnancy, childbirth and parenthood are significant events that cause numerous changes in one's life and the lives of others.</p>	<p>9. Intimacy: Identifying Ways to Show Affection Appropriately at Different Life Stages: Activity # 16</p> <p>10. Respect the Line/Draw the Line curriculum activities</p> <p>11. No Means No!: Activity #17</p> <p>12. Family Communication: Activities #11-14</p> <p>13. Mom/Dad- Let's Talk: GBS Disease and Illness Prevention Unit: Activity # 18 and Lesson Helper # 9</p> <p>14. GBS targeted extension activities</p> <p>Assessment Models: Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p> <p>Additional Resources: <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K. Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks and Heit</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Cycle of Life	
	<u>Subject/Grade Level:</u> Grade 8 Health	Goal 2: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; understand the reproductive stages of growth and development from conception through birth; predict short and long-term impacts of teen pregnancy and parenthood; determine responsible choices and demonstrate skills that support healthy physical, emotional and social development through adulthood; predict how changes in the family unit impact family members.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>support in the face of dating violence.</p> <p>2.10. Demonstrate refusal skills when pressured to become sexually active. (2.2.8.B.1, 2.4.8.B.2)</p> <p>2.11. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.12. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>2.13. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>2.14. Employ appropriate conflict</p>		<p><i>Draw the Line/Respect the Line: Grades 7 & 8:</i> University of So. California Center for AIDS Prevention Studies and ETR Associates <i>Abstinence Works: A Program for Middle School:</i> Kane and Quackenbush</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Health	Topic: The Cycle of Life	
		Goal 2: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; understand the reproductive stages of growth and development from conception through birth; predict short and long-term impacts of teen pregnancy and parenthood; determine responsible choices and demonstrate skills that support healthy physical, emotional and social development through adulthood; predict how changes in the family unit impact family members.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	resolution strategies. (9.1.8.D.1) 2.15. Demonstrate the ability to understand inferences. (9.1.8.D.2) 2.16. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Health	Topic: Disease and Illness Prevention	
		Goal 3: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify health care procedures that support prevention, early detection and management of common communicable and non-communicable diseases/disorders; identify ways to avoid the contraction/transmission of HIV and other STDs; identify signs of depression and/or suicide and know how, when and where to get help.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6-8	<p>3.1. Explain the importance of prevention behaviors, early detection in preventing the progression of disease, and the need to follow prescribed health care procedures given by parents and health care providers. (2.1.8.C.1, 2.2.8.E.2, 2.4.8.B.6)</p> <p>3.2. Compare and contrast the symptoms, prevention and/or management for various chronic diseases and disorders that are common in young adults in the U.S. (2.1.8.C.1, 2.1.8.C.2, 2.2.8.E.1)</p> <p>3.3. Analyze the impact of mental illness on physical, social and emotional well-being. (2.1.8.C.3)</p> <p>3.4. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.</p>	<p>Essential Questions: Why is it important to follow recommended and/or prescribed health care procedures regarding disease/disorder prevention and management? What are some of consequences of premature sexual activity? How can you best support a friend who is depressed or suicidal?</p> <p>Conceptual Understandings: The prevention and control of diseases and health conditions are affected by many factors. Potential solutions to health issues are dependent on health literacy and available resources. Early detection strategies assist in the prevention and treatment of illness or disease.</p>	<p>Materials: Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, index cards, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide.</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Discuss prevention strategies to avoid communicable disease 2. Identify the types of conditions (non-communicable) that can be treated or managed by early detection 3. Review signs of depression, ways to treat and prevent. 4. Discuss suicide statistics, risk factors and signs; suicide emergency actions 5. Sleep to Prevent Disease: Activity #3 6. Self Examinations: Activity #4 7. Define several chronic diseases and disorders and discuss symptoms and ways to manage (i.e. diabetes, asthma, cancer, heart disease, depression) 8. Categorize STDs by pathogen type. 9. Discuss how STDs are spread & prevented 10. HIV/ AIDS: Activity # 13, Lesson Helper # 8 11. Common Sense and Abstinence: Activity# 14: Refusal Skills role play 12. Other GBS targeted extension activities

Suggested days of Instruction	Curriculum Management System	Topic: Disease and Illness Prevention	
	<u>Subject/Grade Level:</u> Grade 8 Health	Goal 3: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; identify health care procedures that support prevention, early detection and management of common communicable and non-communicable diseases/disorders; identify ways to avoid the contraction/transmission of HIV and other STDs; identify signs of depression and/or suicide and know how, when and where to get help.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>(9.1.8.A.1)</p> <p>3.5. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>3.6. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>3.7. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		<p>Assessment Models: Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p> <p>Additional Resources: <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K. Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks and Heit <i>Sex Education Activities:</i> P. Toner Internet resources</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Health	Topic: Substance Abuse Prevention	
		Goal 4: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; differentiate between the helpful use and harmful misuse of legal drugs; identify the physical, behavioral, mental, emotional, social and financial effects of commonly abused substances by adolescents; understand that health-related decisions have short and long-term consequences; use resistance skills when faced with challenging situations involving unhealthy, dangerous substances; identify reliable support and valid resources when assistances with substance abuse is needed.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
6-8	<p>4.1. Predict the legal and financial consequences of the use, sale and possession of illegal substances. (2.3.8.B.2)</p> <p>4.2. Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents (2.3.8.B.1, 2.3.8.B.5, 2.3.8.B.6, 2.3.8.B.7, 2.3.8.B.8)</p> <p>4.3. Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal medicinal supplements vary in different individuals. (2.3.8.A.1)</p> <p>4.4. Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such</p>	<p>Essential Questions:</p> <p>What is one of your most powerful assets when it comes to avoiding risks to your health?</p> <p>How does peer pressure affect you both positively and negatively?</p> <p>Does legal mean safe?</p> <p>How does the use of alcohol and other drugs impact on decision making and the risk for STDs and pregnancy?</p> <p>Is smoking marijuana safer than smoking tobacco?</p> <p>What are recommendations for living a drug free life?</p> <p>Conceptual Understandings:</p> <p>Knowledge about drugs, drug abuse and dependency can help one make positive and healthy choices.</p> <p>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health - risk behaviors.</p> <p>Medicines come in a variety of forms (prescription medicines, over- the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p> <p>Substance abuse is caused by a variety of factors.</p>	<p>Materials:</p> <p>Great Body Shop Middle School student issues, teacher guide, paper, pencil, markers, colored pencils, construction paper, card stock, poster paper, laptop, projector, other supplies indicated in GBS teacher guide, magazines, newspaper articles, DVDs</p> <p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Identify and discuss the facts and truth about commonly abused illegal drugs: cocaine, heroin, ecstasy, crystal meth and methamphetamines, LSD 2. Analyze adolescent and adult abuse of OTC and prescription drugs and consequences of such abuse 3. Discuss the legal and financial consequences of the use, sale and possession of illegal substances 4. Analyze the effects of occasional smoking on the body and brain: Current Health 2: October 2009: "Clearing the Air: The Dangers of Occasional Smoking" 5. Compare and contrast NJ smoking laws with other states and countries 6. Don't Eat the Granola Bar: Activity #12 7. Discuss resources for assistance 8. Other GBS targeted extension activities

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Health	Topic: Substance Abuse Prevention	
		Goal 4: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; differentiate between the helpful use and harmful misuse of legal drugs; identify the physical, behavioral, mental, emotional, social and financial effects of commonly abused substances by adolescents; understand that health-related decisions have short and long-term consequences; use resistance skills when faced with challenging situations involving unhealthy, dangerous substances; identify reliable support and valid resources when assistances with substance abuse is needed.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>abuse. (2.3.8.A.2)</p> <p>4.5. Identify ways to help counteract the negative effects of living in a culture where alcohol, tobacco or other drug abuse or dependency exists. (2.3.8.C.1, 2.3.8.C.2)</p> <p>4.6. Practice strategies for resisting negative peer pressure to engage in substance abuse and self destructive behavior (2.2.8.B.1, 2.2.8.B.2, 2.3.8.C.1)</p> <p>4.7. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>4.8. Determine an individual's responsibility for personal actions and contributions to group activities.</p>	<p>The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends and others.</p> <p>Every health-related decision has short and long-term consequences and affects the ability to reach health goals.</p>	<p>Assessment Models: Teacher observation Class participation Attitude and effort Use of character values Cooperation in group activities Class work/homework Quizzes</p> <p>Additional Resources: <i>The Great Body Shop</i> Middle School Program: The Children's Health Market, Inc. <i>Health Education Ideas and Activities:</i> R. Puza <i>How to Survive Teaching Health:</i> K. Tillman and P. Toner <i>Totally Awesome Health:</i> Meeks and Heit Internet resources <i>Substance Abuse Prevention Activities:</i> P.Toner <i>Substance Abuse Prevention Activities For Secondary Students:</i> P. Gerne and T. Gerne <i>The Truth About Drugs</i> program materials: www.drugfreeworld.org</p>

Suggested days of Instruction	Curriculum Management System <u>Subject/Grade Level:</u> Grade 8 Health	Topic: Substance Abuse Prevention	
		Goal 4: The student will acquire health promotion concepts and skills to support a healthy, active lifestyle; differentiate between the helpful use and harmful misuse of legal drugs; identify the physical, behavioral, mental, emotional, social and financial effects of commonly abused substances by adolescents; understand that health-related decisions have short and long-term consequences; use resistance skills when faced with challenging situations involving unhealthy, dangerous substances; identify reliable support and valid resources when assistances with substance abuse is needed.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	(9.1.8.C.1) 4.9. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3) 4.10. Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages. (9.1.8.E.2) 4.11. Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole. (9.1.8.E.3) 4.12. Determine the undesired consequences of unethical uses of media. (9.1.8.E.4)		