

**Belvidere Cluster Wide  
Health Curriculum  
Grade 8  
Updated Fall 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLS) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Science and Scientific Inquiry (Next Generation)
- Social Studies
- Technology
- Visual and Performing Arts

Technology Standards and Integration

iPads

Chromebooks/Laptops

Projector/YouTube/Internet

Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

## **Integrated Accommodations and Modifications**

### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length

- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Unit #1, Physical Education, Wellness Grade 8

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **September**  
Length: **30 days**  
Status: **Published**

## Enduring Understanding

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Getting active and staying active is a key component of a healthy, active lifestyle.

## Essential Questions

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Why is it difficult to stay healthy and physically fit?

How can I set challenging fitness goals that help me stay committed to wellness?

## New Jersey Student Learning Standards

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HPE.2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
HPE.2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
HPE.2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
HPE.2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
HPE.2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
HPE.2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

## Student Learning Objectives

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Analyze the short and long term benefits (physical, social, emotional) of regular physical activity and how they may change during one's lifetime.

Explain body composition and evaluate health strategies for gaining, maintaining or losing weight safely (such as applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity).

Explain how advances in technology may be used to improve personal fitness using the primary principles of training (FITT).

Differentiate between different techniques in addressing body composition.

Analyze and reflect on personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program (wellness ) applying the FITT principles.

Explain and evaluate the short and long term effects, including the consequences, of the use and abuse of anabolic steroids and other performance enhancing drugs. (i.e. physical, behavioral, legal, and ethical).

## Instructional Activities

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Fitness Activities (Mile run, Presidential Testing, Pacer Test, and etc.)

Stations (chin-ups, sit-ups, pushups, and etc.)(Skill V. Health)

Jump Rope Skills

FITT Power Point Presentation

Heart Rate Monitors/Pedometers- Use to create goals

Health Related/Skill Related Components Data Collection

Performance Enhancing Drugs Research Project (Tech Lab/Computer on Wheels)

**Fitness Gram Brochure Project:** <http://lessonplanspage.com/fitness-gram-brochure-project/>

**Fun and Fit:** <http://lessonplanspage.com/pfitnesslessonoutline8-htm/>

## Interdisciplinary Connections

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ELA: Research project

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## **Assessment**

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Goal Setting Project

SMART Goal Setting Worksheet (Specific, Measurable, Attainable, Relevant Timely)

Oral Presentations (Health V. Skill Related Components)

Steroid Research Project (Presentation/Brochure)

Student Created Data Sheet/Manipulation (Fitness Data-Ex. pacer, mile run time, flexibility, bmi, and etc.)

### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

### **Summative assessments**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio

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## **Texts and Resources**

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<http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/64118-kindergarten-jump-rope-lesson-plan/>

[http://www.thephysicaleducator.com/blog/files/smart\\_goals.html](http://www.thephysicaleducator.com/blog/files/smart_goals.html)

<http://www.lessonplanet.com/lesson-plans/setting-fitness-goals/all>

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8093#.V3FFtfrLIU>

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=927#.V3FFzPkrLIU>

**Eighth Grade Lesson Plans for Physical Education and Health**

**Subjects:** <http://lessonplanspage.com/physical-education-health/eighth-grade/>

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# Unit #2, Health: Personal and Interpersonal Communication, Gr. 8

Content Area: **Health**  
Course(s): **Health**  
Time Period: **November**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Effective communication skills enhance a person's ability to express their ideas and beliefs in a thoughtful way contributing to healthy relationships.

Good character and positive core ethical values contribute to healthy decisions. positive relationships, self-esteem, and overall wellness.

## Essential Questions

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Can all conflicts be resolved?

What means of communication are most effective in conflict management and resolution?

What is the role of empathy within a community?

How do we determine the reliability and efficacy of adult, professional and community resources in assisting detection and treatment of health problems?

## New Jersey Student Learning Standards

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HPE.2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
HPE.2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
HPE.2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
HPE.2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
HPE.2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
HPE.2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
HPE.2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
HPE.2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
HPE.2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
HPE.2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.
HPE.2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
HPE.2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.

## Student Learning Objectives

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Discuss interpersonal communication, including "I" messages.

Differentiate between common nonverbal and verbal skills.

Identify the cause of conflict

Explain how to use resistant skills.

Identify steps to resolve conflict meditation.

Identify the steps responsible decision making.

Describe situations in which you would use the steps to responsible decision making.

Identify factors that would determine making individual or group decisions.

Identify factors that affect health status.

Identify the steps to follow to practice healthful behaviors.

Identify the steps to follow setting health goals.

Explain the benefits of volunteering in a service project.

Explain how you can be an advocate for a health or social issue.

Explain how potential solutions to health issues are dependent on health literacy and available resources.

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Explain how communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

### **Instructional Activities**

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Develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures.

Role play, mock trial, or debate health and social issues within the community that pique awareness and responsiveness.

Debate and defend a position on a health or social issue to activate community awareness and responsiveness.

Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

### **Interdisciplinary Connections**

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English Language Arts- content area reading, research gathering and writing

Technology-PowerPoint, computer research

Theater: Role plays

### **Assessment**

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Students will respond to the following statements/Questions in a journal: Over 2 million people are hospitalized each year because of injuries. Unintentional injuries are the leading cause of death and disability to children and young adults age 1-34. Why is it important to know CPR and First Aid techniques?

Take and Pass: Cooperative group activity used to share or collect information from each member of the group; students write a response, then pass to the right, add their response to next paper, continue until they get their paper back, then group debriefs.

Student Data Notebooks: A tool for students to track their learning: Where am I going? Where am I now? How will I get there?

Slap It: Students are divided into two teams to identify correct answers to questions given by the teacher. Students use a fly swatter to slap the correct response posted on the wall.

#### **Formative assessments**

Exit ticket

Kahoot

Summarization

3 Things

Postcard

My favorite no

#### **Summative assessments**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

#### **Benchmark assessments**

Teacher created standards-based assessment

#### **Alternative assessments**

Demonstration

Presentation

Project

Portfolio



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## **Texts and Resources**

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National Survey of Children's Health – Data Resource Center

Fast Stats – Adolescent Health from the Center for Disease Control and Prevention

SchoolTube.com

[www.kidshealth.org/kid/](http://www.kidshealth.org/kid/)

[www.smart-mouth.org](http://www.smart-mouth.org)

[www.healthopedia.com](http://www.healthopedia.com)

[www.healthteacher.com](http://www.healthteacher.com)

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# Unit #3, Health: Alcohol, Tobacco, Medicines and other drugs, Gr. 8

Content Area: **Health**  
Course(s): **Health**  
Time Period: **February**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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The use and abuse of alcohol, tobacco, prescription medication, over the counter medication, and other drugs not only impacts the individual but also may have a profound impact on others.

## Essential Questions

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How do we assess the risks and benefits of prescription and/or other drugs?

How do we recognize and manage addictive and/or dependent behaviors?

What are the consequences of the abuse of drugs and/or alcohol for an individual and their family or friends?

## New Jersey Student Learning Standards

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HPE.2.3.8.B.8	Analyze health risks associated with injected drug use.
HPE.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.
HPE.2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
HPE.2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
HPE.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.
HPE.2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
HPE.2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
HPE.2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
HPE.2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
HPE.2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
HPE.2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
HPE.2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

## Student Learning Objectives

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Identify social situations that may require the use of decision making skills.

Explain when individual or collaborative decision-making is appropriate.

Demonstrate understanding that there is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.

Analyze factors that support or hinder the achievement of personal health goals during different life stages.

List the steps to responsible decision making.

Demonstrate understanding that substance abuse is caused by a variety of factors.

Describe situations in which you would use the steps to responsible decision making.

Identify the factors that would determine making individual or group decisions.

Explain what intervention is.

Identify when best to use intervention.

Demonstrate understanding that 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.

Describe and utilize the steps of intervention.

Demonstrate understanding that 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.

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## **Instructional Activities**

Calculate the cost of smoking using the smoking calculator: Smoking and Cardiovascular Disease – American Heart Association. Use the information to determine lifetime purchases that could be made with the amount of money spent on tobacco products (e.g., cost of housing, cars, travel, education).

Use computers and additional resources to analyze the varying effects of use, misuse, and abuse of over the counter, prescription, and illegal drugs have on different individuals. Include citation of source and the following information:

- Physical effects – short- term and long- term
- Psychological effects – short- term and long- term
- Brain effects or treatment
- Street names for the drug - (no more than 3)

After watching a video (you can find one relevant to your area or [www.nbcnewyork.com/news/local/Back-toSchool-Nutmeg-Teen-Drug-Use-171225531.html](http://www.nbcnewyork.com/news/local/Back-toSchool-Nutmeg-Teen-Drug-Use-171225531.html)) have students discuss the following information:

1. Compare the abuse of OTC, illegal drugs, prescription drugs, or homemade drugs?
2. What are some reasons drugs are abused?
3. Do young people think it is acceptable to take OTC, illegal drugs, prescription drugs, etc.?
4. What about prescription and OTC drugs makes their misuse common? Why may some people think they are safe?

Have students determine a myth (i.e. that using drugs once can't lead to addiction) that the group wants to investigate. In groups develop a survey of the student body to include the following information (if you cannot survey the school, you may use the national statistics on drug use): 1. What is the age of person taking survey? 2. Do you know someone who uses OTC drugs when not needed? 3. Do you know someone who uses prescription drugs when not needed? 4. Do you know someone who uses illegal drugs?

Campaign to Pledge: Students will investigate and evaluate the factors that influence teens drug and alcohol use. They will develop a Campaign to Pledge in order to combat the factors such as peer pressure, lack of education, accessibility, or boredom. The Pledge should be one that can be implemented in a school/community setting. It must contain an educational piece for the community members and include school district and local/state laws.

Group Drug Education Public Service Announcement: Develop a PSA explaining how smoking and tobacco use affects your future health. Record, edit, and post on School Tube or a similar site. Solicit feedback on the PSA through a blog

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## **Interdisciplinary Connections**

English Language Arts- content area reading, research gathering and writing  
Technology-PowerPoint, computer research

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## **Assessment**

Say Something: Students take turns leading discussions in a cooperative group on sections of a reading or video

Flag It: Students use this strategy to help them remember information that is important to them. They "flag" their ideas on sticky notes

Fill In Your Thoughts: Written check for understanding strategy where students fill the blank. (Another term for rate of change is \_\_\_\_ or \_\_\_\_.)

### **Formative assessments**

Exit ticket

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Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

**Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

**Benchmark assessments**

Teacher created standards-based assessment

**Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

**Texts and Resources**

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Campaign for Tobacco Free Kids  
Smoking and Cardiovascular Disease – American Heart Association  
Quit Smoking – Mayo Clinic  
SchoolTube.com

# Unit #4, Health: Family Life, Gr. 8

Content Area: **Health**  
Course(s): **Health**  
Time Period: **April**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.

## Essential Questions

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What impact do family arrangements have on social decision-making skills?

How can we recognize, establish and maintain healthy human relationships and sexuality?

What risks are worth taking and how do we manage living with the consequences?

## New Jersey Student Learning Standards

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HPE.2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
HPE.2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
HPE.2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
HPE.2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
HPE.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.
HPE.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.
HPE.2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
HPE.2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
HPE.2.4.8.A.2	Explain how the family unit impacts character development.
HPE.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.
HPE.2.4.8.A.1	Predict how changes within a family can impact family members.
HPE.2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
HPE.2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
HPE.2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
HPE.2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
HPE.2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
HPE.2.4.8.C.3	Determine effective strategies and resources to assist with parenting.

## Student Learning Objectives

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Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of setting and cultures in different situations

Explain the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Discuss interpersonal communication.

Explain the difference between common nonverbal and verbal skills

Explain how personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.

Identify the cause of conflict.

Explain the steps utilized for conflict mediation.

Explain how the values acquired from family, culture, personal experiences, and friends impact all types of relationships.

Evaluate what responsible actions regarding sexual behavior impact the health of oneself and others.

Discuss topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.

Identify early detection strategies that assist in the prevention and treatment of illness or disease.

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Explain how pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.

## **Instructional Activities**

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Students will be in heterogeneous groups (3-4 students) and will be asked to brainstorm different scenarios (both positive and negative) that may occur when dating. The group will develop a list of unhealthy situations/behaviors (anger, temper, control, etc.) that may be a red flag in the dating relationship. The group will develop one scenario of an unhealthy relationship and demonstrate safe ways (negotiation, refusal skills) to end the relationship. A second scenario will include friends and family of the individual who is in the unhealthy relationship and the important role they can play in the ending of the relationship. The students will role play two different scenarios. The students will also describe what strategies could be used in one scenario to make it a healthy, positive relationship.

Develop a poster containing available professional resources for interventions dealing with sexual health. Include at least two reasons one might need to seek assistance from this resource, four different services the resource offers, and be creative and appropriate. Fact (PSA contains at least 5 facts) 15 pts PSA is neat and professional 3 pts Pamphlet Create a pamphlet for interventions of sexual health resources. The front of pamphlet should include two reasons (abuse, STI) someone may turn to one of resources. On each side, for three sides, include a different service this resource offer.

Students will research the stages of pregnancy and labor and develop a time line of pregnancy and labor using resources provided by the teacher.

Students will demonstrate the importance of refusal skills to avoid risky behaviors which may increase the risk of HIV/AIDS, STIs, and unintended pregnancies. In class, the teacher and students will develop a chart regarding different scenarios and decision making skills. They will discuss the impact they may play on decisions about becoming sexually active. The class will complete the chart together.

Students will develop a scenario in which one feels pressure to become sexually active. The scenarios can include any level sexual activity. The student should demonstrate positive, effective refusal skills and explain the implication of the behavior on the risk of STIs and unintended pregnancies.

After being assigned various lifetime scenarios, descriptions of various kinds of families undergoing changes (e.g., breadwinner loses job or gets a promotion and family has to move; single mother finds out she is pregnant with twins; parents' divorce and one parent has to move out-of-state; family inherits a great deal of money; child is diagnosed with serious illness), conduct research to create a family budget, find suitable housing, employment, and transportation, address health care, locate schools and community services.

Write the "story" of the family and create a family "album" that addresses how the family copes and deals with the problems and share the album with the class.

## **Interdisciplinary Connections**

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English Language Arts- content area reading, research gathering and writing

Science-Pregnancy time line

Technology-PowerPoint, computer research, Word

Art- Poster construction, pamphlet

Theater Arts-Role play

## **Assessment**

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Socratic Seminar: Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions.

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Newspaper Headline: Create a newspaper headline that may have been written for the topic we are studying. Capture the main idea of the event.

Numbered Heads: Together Students sit in groups and each group member is given a number. The teacher poses a problem and all four students discuss. The teacher calls a number and that student is responsible for sharing for the group.

Gallery Walk: After teams have generated ideas on a topic using a piece of chart paper, they appoint a “docent” to stay with their work. Teams rotate around examining other team’s ideas and ask questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams.

Graffiti: Groups receive a large piece of paper and felt pens of different colors. Students generate key ideas about the topic in the form of graffiti. Groups can move to other papers and discuss/add to the ideas.

### **Formative assessments**

Exit ticket  
Kahoot  
Summarization  
3 Things  
Postcard  
My favorite no

### **Summative assessments**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

### **Benchmark assessments**

Teacher created standards-based assessment

### **Alternative assessments**

Demonstration  
Presentation  
Project  
Portfolio

### **Texts and Resources**

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<http://office.microsoft.com/en-us/templates/TC010233421033.aspx> (Family budget template)

[http://www.epi.org/pages/budget\\_calculator\\_intro/](http://www.epi.org/pages/budget_calculator_intro/)

<http://family.go.com/parenting/pkg-finance/article-gobankingrates-778696-family-budgets-t/>

Holt, Decisions for Health Textbook Level Blue Grade 8

Adolescent Health website from the US Department of Health and Human Services’ Center for Disease Control and Prevention

Teens Health

Teen Health - Medline Plus

Teen Health Center from KeepKidsHealthy.com