

Kenilworth Public Schools

Curriculum Guide

Content Area: Health
Grade: 7-8
BOE Approved: 1/14/2013

Revision Date: June 2022
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BOE Revision Approved: 8/8/22

Health- 7th grade Scope and Sequence

Unit 1- Understanding Health and Wellness	Unit 2- Personal Character and Communication Skills	Unit 3- Stress Management and Anxiety	Unit 4- Proper Social Media Use	Unit 5- Body Systems and Puberty	Unit 6- Tobacco, Vaping, Alcohol, and Drug Awareness
Weeks 1-2	Week 3-4	Weeks 5-6	Week 7	Week 8	Week 9

<i>Unit Description:</i> This unit will investigate total understanding of health and wellness and the ingoing theme of promoting health	<i>Unit Description:</i> This unit will teach students how to properly communicate and interact with others to build healthy relationships	<i>Unit Description:</i> This unit will educate students on how to cope with daily mental and emotional struggle	<i>Unit Description:</i> This unit will educate students on proper social media use and how to effectively navigate online resources	<i>Unit Description:</i> This unit will introduce students to the male and female reproductive systems and puberty	<i>Unit Descriptions:</i> This unit will introduce students to tobacco, vaping, alcohol, and their associated dangers
<i>Unit Targets:</i> <ul style="list-style-type: none"> • Understanding total health • What effects your health • Health risks and your behavior • Promoting your health and wellness • Understanding the immune system and how to prevent/treat illness 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • Building interpersonal communication skills • Understanding proper refusal and conflict resolution skills • Identify bullying and create tactics on how to prevent it • Discuss in person versus online communication 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • Define stress • Identify personal stressors • Understand the relation between stress, anxiety, and depression • Promote proper stress management techniques • Knowing where students can find help 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • Discuss safe social media use • Identify social media dangers • Understand how social media can affect mental health and relationships 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • Introduce students to the male and female reproductive systems • Understand what puberty is and how it affects the body • Identify techniques to promote reproductive system health 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • Identify the different types of tobacco and how it effects the body • Discuss the dangers associated vaping • Understand what alcohol is and how it affect the body. • Introduce students to substance abuse, addiction, and recovery

Health- 7th Grade Unit of Study

Unit title: Understanding Health and Wellness

Unit summary: This unit will investigate total understanding of health and wellness and the ingoing theme of promoting health.

Primary interdisciplinary connections: Science

21st Century Themes: Health Literacy, Information Skills, and Life Skills

Learning Targets

Standards:

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 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.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

Big Idea: Why would you want to live an overall healthy life and be responsible for your health?

Unit Essential Questions:

- What is Health and Wellness?
- How do you develop and maintain a healthy and well lifestyle?
- What factors affect your health?
- What behaviors negatively and positively affect your health?
- How can you promote and advocate for health and wellness?
- How does the immune system work and how can you a proper immune system?

Unit Enduring Understandings:

- In order to be well, you need to develop and maintain physical, mental/emotional, and social health.
- Good habits created as students help develop and maintain a healthy lifestyle.
- Different factors such as genetics, environment, and your behavior positively or negatively affect your health.
- Promoting health and wellness positively affects your health and those around you.
- The immune system fight illness, but it won't work if you're not maintaining wellness.

Unit Learning Targets*Students will...*

- Understand total health and wellness
- What effects your health
- Health risks and your behavior
- Prompting your health and wellness
- Personal health, hygiene, and the immune system

Evidence of Learning**Summative Assessment:** Assignments, Quizzes, Projects**Formative Assessments:**

- Class discussions, observation, group work

Lesson Plans*Activities*

- PowerPoints
- Guided Notes
- In Class Assignments
- Quiz
- Class Discussions

Timeframe

Weeks 1 and 2

Teacher Resources

- Google Classroom
- Projector/Smart Board
- Glenco Health Book
- Handouts
- Videos

Teacher Note

Health- 7th Grade Unit of Study

Unit title: Personal Character and Communication Skills	
Unit summary: This unit will teach students how to properly communicate and interact with others to build healthy relationships.	
Primary interdisciplinary connections: Science, Psychology	
21st Century Themes: Communication Skills, Relationship Skills, Conflict Resolution	
Learning Targets	
Standards: 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships	
Big Idea: How does a person's ability to communicate and maintain healthy relationships affect overall health?	
Unit Essential Questions: <ul style="list-style-type: none"> • How should you properly communicate with friends, family, teachers, and peers? • What is the difference between in person and online communication? • What are refusal skills and how to we resolve conflicts? • What is bullying and how can we prevent it? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Knowing how to communicate with the different people in your life helps to develop and maintain healthy relationships. • Many times conflicts can be avoided through proper communication. • Understanding refusal skills and conflict resolution can limit small problems turning into big problems. • Bullying can be prevented and stopped when we can properly identify it and understand why it is bad.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Develop proper communication skills • Understand the difference between in person and online communication • Develop refusal skills and conflict resolution techniques • Identify what bullying is, how to prevent bullying, and how to stop bullying 	
Evidence of Learning	
Summative Assessment: Assignments, Quizzes, Projects	
Formative Assessments: <ul style="list-style-type: none"> • Class discussions, observation, group work 	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • PowerPoints 	Weeks 3 and 4

<ul style="list-style-type: none"> • Guided Notes • In Class Assignments • Quiz • Class Discussions 	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Google Classroom • Smartboard / Projector • Glenco Textbook • Handouts • Videos 	

Health- 7th Grade Unit of Study

Unit title: Stress Management and Anxiety

Unit summary: This unit will educate students on how to cope with daily mental and emotional struggle.

Primary interdisciplinary connections: Science

21st Century Themes: Health Literacy, Life Skills

Learning Targets

Standards:

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Big Idea: Understanding what stress is, how it can affect your health, and what you can do to reduce and handle throughout a lifetime.

Unit Essential Questions:

- What is stress?
- What aspects of your life cause stress?
- How does stress relate to anxiety and depression?
- What techniques can you use to manage stress?
- Who can you go to for help with stress, anxiety, and depression?

Unit Enduring Understandings:

- Being able to understand and identify stress.
- Recognizing personal stressors and how they may change as you get older.
- Knowing that stress can lead to anxiety and depression if not properly managed.
- Identifying positive and negative stress management techniques.
- Know where and when to seek help for issues with stress and mental health.

Unit Learning Targets

Students will...

- Define stress, anxiety, and depression
- Identify personal stressors in their life
- Utilize proper stress management techniques
- Evaluate if they need extra help and where to find it

Evidence of Learning

Summative Assessment: Assignments, Quizzes, Projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• PowerPoints• Guided Notes• In Class Assignments• Quiz• Class Discussions	Weeks 5-6
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Google Classroom• Smartboard / Projector• Glenco Textbook• Handouts• Videos	

Health- 7th Grade Unit of Study

Unit title: Proper Social Media Use	
Unit summary: This unit will educate students on proper social media use and how to effectively navigate online resources.	
Primary interdisciplinary connections: Science	
21st Century Themes: Communication Skills, Technology	
Learning Targets	
Standards: 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).	
Big Idea: Understanding that the internet and social media have a huge impact on everyone's lives. It's important to understand how to properly use social media, its dangers, and what you can do to stay safe while online.	
Unit Essential Questions:	Unit Enduring Understandings:
<ul style="list-style-type: none"> • What are some inherent dangers in using social media? • How can social media affect your mental health and relationships? • What strategies to safely use social media as a teenager and into adulthood? 	<ul style="list-style-type: none"> • While social media is a fun and sometimes necessary tool, it has many risks. • Social media can lead to mental health issues such as stress, anxiety, and depression. • Social media can be a valuable tool when used properly.
Unit Learning Targets <i>Students will...</i>	
<ul style="list-style-type: none"> • Recognize the risks associated with social media and online resources. • Understand the link between social media usage and mental health. • Formulate strategies to use social media safely. 	
Evidence of Learning	
Summative Assessment: Class Assignments, Quizzes, Projects	
Formative Assessments:	
<ul style="list-style-type: none"> • Class discussions, observation, group work 	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • PowerPoints • Guided Notes • In Class Assignments 	Week 7

<ul style="list-style-type: none">• Quiz• Class Discussions	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Google Classroom• Projector/Smart Board• Glenco Health Book• Handouts• Videos	

Health- 7th Grade Unit of Study

Unit title: Tobacco, Vaping, Alcohol, and Drug Awareness	
Unit summary: This unit will introduce students to tobacco, vaping, alcohol, and their associated dangers	
Primary interdisciplinary connections: Science	
21st Century Themes: Health Literacy	
Learning Targets	
Standards: 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control 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.	
Big Idea: Introduce students to the dangers of tobacco, vaping, alcohol, and drugs so they are likely to abuse substances as teenagers and adults.	
Unit Essential Questions: <ul style="list-style-type: none"> • What are the dangers associated with tobacco? • How is smoking and vaping similar, and what are the dangers of vaping? • What is alcohol and how is it bad for you? • What is addiction and how can you recover from addiction? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Tobacco is addictive, deadly, and no one should ever smoke or use. • Vaping is dangerous and deadly, even though it's advertised as safe. • Alcohol is addictive and deadly even though it's legal. • Addiction is very difficult, but there are resources to help those suffering.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Identify and define the risks associated with tobacco, vaping, and alcohol. • Understand that these drugs are dangerous and deadly even though they are legal. • Understand that the best way to avoid addiction is to never use in the first place. • Identify resources to help with a substance abuse and addiction. 	
Evidence of Learning	
Summative Assessment: Assignments, quizzes, and projects	
Formative Assessments: <ul style="list-style-type: none"> • Class discussions, observation, group work 	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
• PowerPoints	Week 9

<ul style="list-style-type: none">• Guided Notes• In Class Assignments• Quiz• Class Discussions	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Google Classroom• Projector/Smart Board• Glenco Health Book• Handouts• Videos	

Health- 7th Grade Unit of Study

Unit title: Body Systems and Puberty	
Unit summary: This unit will introduce students to the male and female reproductive systems and puberty.	
Primary interdisciplinary connections: Science	
21st Century Themes: Health Literacy, Anatomy	
Learning Targets	
Standards: 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.	
Big Idea: Introduce students to the reproductive systems in order to have a better understanding of bodily changes during puberty.	
Unit Essential Questions: <ul style="list-style-type: none"> • Why is it important to know the reproductive systems? • What is puberty and what does it do to your body? • What are some techniques to maintain reproductive system health? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Know the basics of the reproductive system in order to better understand the changes during puberty. • Recognize that reproductive system health is very important and identify potential issues.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Identify and define the basics of the male and female reproductive systems. • Define puberty and understand how it changes the body. • Recognize potential issues and how to develop and maintain proper reproductive system health 	
Evidence of Learning	
Summative Assessment: Assignments, Quizzes, and Projects	
Formative Assessments: <ul style="list-style-type: none"> • Class discussions, observation, group work 	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • PowerPoints • Guided Notes • In Class Assignments • Quiz • Class Discussions 	Week 8
<i>Teacher Resources</i>	<i>Teacher Note</i>

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| <ul style="list-style-type: none">• Google Classroom• Projector/Smart Board• Glenco Health Book• Handouts• Videos | |
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Health- 8th Grade Scope and Sequence

Unit 1- Personal Identity	Unit 2- Relationships	Unit 3- Social and Sexual Health Education	Unit 4- Drug Abuse and Prevention
Weeks 1-2	Week 3	Weeks 4-7	Weeks 8-9
<i>Unit Description:</i> This unit will cover gender and sexual identity as well as LGBTQ inclusion	<i>Unit Description:</i> This unit will cover the different types of relationships and how to maintain healthy relationships	<i>Unit Description:</i> This unit will cover sex education components and how students can stay safe	<i>Unit Description:</i> This unit will cover the different types of drugs, their dangers, and how to prevent use
<i>Unit Targets:</i> <ul style="list-style-type: none"> • Define sexual and gender identity • Identify LGBTQ • Discuss how the understanding and acceptance of LGBTQ has evolved with time • Promote the acceptance and inclusion of LGBTQ students and the LGBTQ community 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • Discuss the different types of relationships • Identify the signs of a healthy versus unhealthy relationship • Develop skills to build healthy relationships • Look into culture and its influence on relationships • Educate about online relationships and their risks including false identities and sexting 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • Promote abstinence as the best way to stay safe • Educate students on how STIs can be spread through different types of intercourse and how to protect themselves • Discuss when it is appropriate to engage in sexual activity in terms of age, relationship, and consent • Understand sexual abuse, harassment, and where to seek help. • Discuss the stages of pregnancy and the risks of teen pregnancy 	<i>Unit Targets:</i> <ul style="list-style-type: none"> • Discuss the diseases that can be caused from tobacco and vaping products • Educate about the dangers of alcohol and alcoholism • Identify different types of drugs and their dangers • Understand the physical, emotional, social, and legal consequences of substance abuse • Discuss addiction and recovery

Health- 8th Grade Unit of Study

Unit title: Personal Identity	
Unit summary: This unit will cover gender and sexual identity as well as LGBTQ inclusion.	
Primary interdisciplinary connections: Science	
21st Century Themes: Health Literacy	
Learning Targets	
Standards: 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.	
Big Idea: Students should be aware of sexual and gender identity and LGBTQ in order to create an accepting environment.	
Unit Essential Questions: <ul style="list-style-type: none"> • What do sexual and gender identity mean? • What are the different components of LGBTQ? • How has education over the years influenced acceptance of LGBTQ? • How can students create a safe and accepting environment for LGBTQ? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Have an understanding of sexual and gender identity and how it relates to LGBTQ. • Society is much more accepting of LGBTQ than in the past due to increased education. • Every student, teacher, and staff plays a role in creating and maintaining a safe and accepting environment for LGBTQ.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Define sexual and gender identity • Understand what LGBTQ and what the acronym stands for • Evaluate how acceptance of LGBTQ has improved over the years • Create an action plan to create and maintain an accepting environment of LGBTQ 	
Evidence of Learning	
Summative Assessment: Assignments, quizzes, projects	
Formative Assessments: <ul style="list-style-type: none"> • Class discussions, observation, group work 	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • PowerPoints • Guided Notes 	Weeks 1-2

<ul style="list-style-type: none">• In Class Assignments• Quiz• Class Discussions	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Google Classroom• Projector/Smart Board• Glenco Health Book• Handouts• Videos	

Health- 8th Grade Unit of Study

Unit title: Relationships

Unit summary: This unit will cover the different types of relationships and how to maintain healthy relationships

Primary interdisciplinary connections: Science

21st Century Themes: Health Literacy

Learning Targets

Standards:

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).

2.1.8.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.

Big Idea: Relationships are a major part of life, it's important to develop and maintain good relationships while identifying possible warning signs.

Unit Essential Questions:

- What are the different types of relationships?
- What are the differences between a healthy and unhealthy relationship?
- How can you develop and maintain a healthy relationship?
- How can culture and environment influence your relationships?
- What are the warning signs of online dating, and how can you stay safe?

Unit Enduring Understandings:

- There are many types of relationships, not just romantic relationships.
- Understanding how to develop and maintain a healthy relationship.
- Recognizing how outside influences such as culture can affect relationships.
- Online dating is increasingly common and it's important to understand its dangers and how to stay safe.

Unit Learning Targets

Students will...

- Identify and describe the different types of relationships
- Evaluate if a relationship is healthy or unhealthy
- Create ways to develop and maintain healthy relationships
- Understand how outside influences such as culture can affect your relationships
- Identify the danger of online dating and create ways to stay safe online.

Evidence of Learning

Summative Assessment: Assignments, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• PowerPoints• Guided Notes• In Class Assignments• Quiz• Class Discussions	Week 3
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Google Classroom• Projector/Smart Board• Glenco Health Book• Handouts• Videos	

Health- 8th Grade Unit of Study

Unit title: Social and Sexual Health Education

Unit summary: This unit will cover sex education components and how students can stay safe

Primary interdisciplinary connections: Science

21st Century Themes: Health Literacy

Learning Targets

Standards:

2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.

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.

2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.

2.1.8.PP.5: Identify resources to assist with parenting.

2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

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.

2.3.8.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 (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).

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 (e.g., consent, child pornography, human trafficking, parental notification, drugs).

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

susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

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.

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 (e.g., body image, self-esteem, alcohol, other substances).

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 (e.g., abstinence, condom).

2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

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.ATD.2: Relate the use of alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse.

Big Idea: Reproductive system health as it relates to sexually transmitted infections and contraception is important to living a healthy life.

Unit Essential Questions:

- What is abstinence and why is it the best way to prevent pregnancy and STIs?
- What are STIs, how are they spread, and what can you do to protect yourself?
- When is it appropriate to engage in sexual activity?
- What is sexual abuse and harassment, and what can you do to prevent it?
- What are the stages of pregnancy?

Unit Enduring Understandings:

- Abstinence is the only 100% proven way to prevent pregnancy and STIs.
- Sexually Transmitted Infections are spread to different types of sexual intercourse and can be prevented through contraception.
- Factors such as age, relationship status, religion, and comfort level play major roles in deciding if someone should engage in sexual activity.
- Sexual harassment and abuse are very harmful and can be prevented through education.
- There are many stages of pregnancy, knowing about them can better prepare you for life and prevent unwanted pregnancies.

Unit Learning Targets

Students will...

- Explain why abstinence is the only 100% proven way to prevent pregnancy and STIs
- Identify and describe what STIs are, they're dangers, and how contraception can protect you.
- Evaluate different factors to determine when it's appropriate to engage in sexual activity.
- Understand the harmful effects of sexual abuse and how you can prevent it.
- Identify and describe the different stages of pregnancy.

Evidence of Learning

Summative Assessment: Assignments, quizzes, projects

Formative Assessments:

- Class discussions, observation, group work

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none">• PowerPoints• Guided Notes• In Class Assignments• Quiz• Class Discussions	Weeks 4-7
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none">• Google Classroom• Projector/Smart Board• Glenco Health Book• Handouts• Videos	

Health- 8th Grade Unit of Study

Unit title: Drug Abuse and Prevention

Unit summary: This unit will cover the different types of drugs, their dangers, and how to prevent use

Primary interdisciplinary connections: Science

21st Century Themes: Health Literacy

Learning Targets

Standards:

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.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.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 street level.

Big Idea: Education is key to preventing drug use, abuse, and addiction.

Unit Essential Questions:

- Tobacco and vaping products cause what diseases?
- What is alcoholism, what are its dangers, and how can you prevent becoming an alcoholic?
- What are the different types of drugs and what are their dangers?
- What are the physical, mental, emotional, relationship, and legal consequences of substance use and abuse?
- What is substance addiction and are their recovery options?

Unit Enduring Understandings:

- Tobacco and vaping can lead to many diseases including, but not limited to lung cancer, emphysema, and EVALI.
- When people drink too much, they can become addicted to alcohol with is known as alcoholism, which can be deadly.
- There are different types of drugs such as narcotics and stimulants which are very addictive and deadly.
- Substance use can affect all parts of your health including your body, mind, relationships, and you can get in trouble with the law.
- People can become mentally and physically

	addicted to drugs, luckily there are recovery options for those addicted.
Unit Learning Targets <i>Students will...</i> <ul style="list-style-type: none"> • Identify and describe the diseases resulting from tobacco and vaping products. • Define alcoholism, its dangers, and how you can prevent becoming an alcoholic. • Identify different types of drugs and their dangers. • Explain the physical, mental, emotional, relationship, and legal consequences of substance use and abuse. • Define addiction and understand how to fight it. 	
Evidence of Learning	
Summative Assessment: Assignments, quizzes, projects	
Formative Assessments: <ul style="list-style-type: none"> • Class discussions, observation, group work 	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • PowerPoints • Guided Notes • In Class Assignments • Quiz • Class Discussions 	Weeks 4-7
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> • Google Classroom • Projector/Smart Board • Glenco Health Book • Handouts • Videos 	

Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups