Health

Grade 8

ABSTRACT

Students in grade eight continue exploration of strategies that promote lifelong health. In collaboration with classmates, students identify the personal attributes that contribute to sustaining physical, mental, and emotional health. The importance of establishing personal core values, strengthening personal relationships, and resisting negative influences is emphasized as students examine the signs of abuse of drugs, alcohol, and tobacco, as well as methods to eliminate risky behaviors from their own lives. Twenty-first century themes are addressed in a research project that focuses on a global health issue and proposed solutions offered by students working in collaborative groups.

Adopted by the Somerville Board of Education on July 25, 2017
## Health – Grade 8

<table>
<thead>
<tr>
<th>Month/Marking Period</th>
<th>Days 1-6</th>
<th>Days 7-12</th>
<th>Days 13-18</th>
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<tr>
<td>2014 New Jersey Core Curriculum Content Standards/NJ Student Learning Standards</td>
<td>2.2.8.A.1-2, 2.2.8.B.1-2</td>
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<td>2.2.8.A.1-2, 2.2.8.B.1-2, 2.2.8.C.1-3</td>
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**Essential Question:**
- How can we strengthen our influence on others?
- What personal attributes contribute to the development of healthy relationships?
- How can individuals collaborate to reach common goals?

**Content:**
- Effective Interpersonal Communication
- Sustaining Healthy Relationships
- Character Counts

**Skills and Topics:**
- Assess the diverse methods of interpersonal communication (e.g., verbal, nonverbal, electronic)
- Dramatize appropriate interpersonal communication strategies
- Examine factors that impact effective interpersonal communication (e.g., peer pressure, conflict, group mentality, self-esteem issues)
- Identify the consequences technology can have on interpersonal relationships (sexting/texting)
- Demonstrate positive communication skills (e.g., refusal, negotiation, assertiveness)
- Collaborate to identify a global health issue for investigation
- Compare and contrast positive and negative characteristics of human relationships
- Determine values and ethics that contribute to healthy interpersonal relationships
- Assimilate the personal attributes of a desired friend and confidante in a visual representation
- Utilize technology to conduct initial research of a global health issue
- Identify the local and global purposes of rules, regulations, and policies
- Discuss reasons for compliance and possible noncompliance with rules
- Illustrate and defend personal core values and ethics
- Compare and contrast the values among diverse cultures
- Brainstorm activities that promote good character in school, the local community, and the global community
- Evaluate research and determine the focus of the global health issue project

**Integration of Technology:**
- Internet, Web Quests, wireless laptop computers, SMART Boards, LCD projector, PowerPoint presentations, video streaming, podcasting

**Writing:**
- Open-ended responses, conclusions and analysis of exploratory activities, journal entries

**Formative Assessments:**
- Self- and peer evaluations, teacher observations, journal entries

**Summative Assessments:**
- Quizzes, tests

**Performance Assessments:**
- Oral presentations, group presentations, project presentations
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| **Interdisciplinary Connections:** | *ELA: ELA.8 RI.1-10, W.8.1-10*  
Mathematics:  
Science:  
Arts: 1.3.8.C.1-2, 1.3.8.D.1  
Technology: 8.1.8.A.1, 8.1.8.A.3, 8.1.8.A.5  
World Language:  
Social Studies: 6.3.12.C.1  
21st Century Life/Careers: CRP1, CRP3, CRP5, CRP7, CRP8, CRP11, CRP12 | *ELA: ELA.8 RI.1-10, W.8.1-10*  
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### 21st Century Themes:
- Global Awareness  
- Civic Literacy  
- Financial, Economic, Business, and Entrepreneurial Literacy  
- Health Literacy

### 21st Century Skills:
- Creativity and Innovation  
- Media Literacy  
- Critical Thinking and Problem Solving  
- Life and Career Skills  
- Information and Communication Technologies Literacy  
- Communication and Collaboration  
- Information Literacy

### Resources:
Periodicals, health websites, public health resources, teacher-created resources

### Careers:
Applicable career options are discussed as they arise throughout the health program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Law, Public Safety, Correction, and Security Career Cluster.

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*2016 NJSLS:

- RL: Reading Literature  
- N: Real Number System  
- RI: Reading Informational Text  
- A: Algebra  
- W: Writing  
- F: Functions  
- SL: Speaking and Listening  
- G: Geometry  
- L: Language  
- S: Statistics and Probability  
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<td>How do societal pressures and influences affect our lifelong health?</td>
<td>What significant events influence our most important relationships?</td>
<td>In what ways are we affected by physical and emotional changes as we mature?</td>
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<td>Content:</td>
<td>Lifelong Health</td>
<td>Family, Responsibility, and Relationships</td>
<td>Human Sexuality</td>
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<td>Skills and Topics:</td>
<td>• investigate the use and abuse of over-the-counter and prescription medications</td>
<td>• compare and contrast healthy versus unhealthy interpersonal relationships</td>
<td>• assess the physical and emotional characteristics of puberty</td>
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<td>• analyze the characteristics of individuals who indulge in risky behaviors (e.g., drugs, alcohol, tobacco, unsafe sexual conduct)</td>
<td>• brainstorm exit strategies to employ if involved in an unhealthy relationship</td>
<td>• compare and contrast male and female anatomies</td>
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<td>• discuss the legal ramifications of abusive behaviors</td>
<td>• determine personal responsibilities in the maintenance of positive relationships with family and friends</td>
<td>• summarize strategies to support and maintain sexual abstinence</td>
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<td>• assess the physical, mental, and emotional effects of abusive behaviors</td>
<td>• summarize significant events that affect familial relationships (e.g., divorce, remarriage, pregnancy, loss of family member)</td>
<td>• analyze the effectiveness of birth control methods (hormonal versus barrier)</td>
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<td>• compare and contrast theories regarding the incidence of abusive behaviors (e.g., genetic predisposition, peer pressure, lack of strong role models)</td>
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<td>• examine the risks associated with failure to use appropriate protective devices (e.g., unintended pregnancy, viral disease, bacterial disease, parasites)</td>
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<td>• summarize intervention strategies to eliminate high risk behaviors</td>
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<td>• synthesize research and present in final global health issue project</td>
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<td>• create an outline of the final global health issue presentation</td>
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