

WALDWICK SCHOOL DISTRICT

Administrative Offices
155 Summit Avenue
Waldwick, NJ 07463



Health Education Curriculum Guide

8th Grade

Adoption Date: August 15, 2022

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COURSE DESCRIPTION

The Mission of the Middle School Health Education program is to provide each student the opportunity for maximum intellectual, physical, social and emotional development. It is our belief that education is a continuous life-long process, which allows each student to continuously strive to maximize all of his or her capabilities. It is our hope that each student will develop into a health educated and socially responsible life-long learner. We also believe that the benefits of a comprehensive health education program will not only develop lifelong learners but foster workplace skills, including problem solving, communication, cooperation, utilizing technology, and responsible decision making. Our students will have a foundation for an active, healthy and productive life, which will enable them to be a contributing member of society.

The units include The Immune System and Disease, Relationships, and Family Life and Human Reproduction.

In addition to content-based knowledge and skills, this curriculum integrates the skills, knowledge, and expertise of Career Awareness, Exploration, Preparation, and Training. Career readiness, life literacies, and key skills education, when used in combination with standards-based content, ensures that students are prepared for success in today's challenging environment. In this course, students will examine the relationships of the past to the present, solve challenging, authentic problems, accept the responsibility of supporting a group by improving their own skill sets, identify interdisciplinary connections, utilize technology to solve problems, etc.

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PACING GUIDE

Unit Number	Unit Title	Suggested Timeframe
1	The Immune System and Disease	12 lessons
2	Relationships	15 lessons
3	Family Life and Human Reproduction	12 lessons

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Unit 1: The Immune System and Disease	Pacing Guide: 12 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> ● To what extent can we keep ourselves disease free? ● What is a communicable disease? ● What is a noncommunicable disease? ● What are the different types of pathogens that cause disease? ● In which ways are communicable diseases spread? ● How does the immune system protect the body from disease? ● What makes up the immune system? ● How are STIs transmitted? ● What are the permanent health risks involved with STI transmission? ● How can STIs be prevented? ● What is the HIV virus? ● How is HIV related to AIDS? ● What are the signs of STIs? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. ● Pathogens contribute to infection. ● There are four major pathogens that cause disease. ● There are multiple ways that diseases are transmitted. ● The immune system is important in preventing and fighting off disease. ● There are specific transmission, symptoms, treatment and preventions of the major communicable diseases. ● There are medical assessments that can be utilized if someone is exposed to an STI. ● STIs can have lifelong implications. ● STIs are preventable by making educated, healthy decisions such as choosing abstinence, being monogamous, or using protection during sexual activity. 	<p>2.3.8.HCDM.1 2.3.8.HCDM.2 2.3.8.HCDM.3 2.3.8.HCDM.4 2.3.8.HCDM.5 2.3.8.HCDM.6 2.3.8.HCDM.7 2.1.8.CHSS.5</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ Unit Test ✓ Immune System Assessment ✓ Disease Prevention Project 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> ● In Class Discussions ● Brain Pop ● Exit Tickets 		<p>Materials</p> <ul style="list-style-type: none"> ● Chromebook

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<ul style="list-style-type: none"> ● Teacher Observation ● Homework Assignments 	
<p>Suggested Activities:</p> <ul style="list-style-type: none"> ● Immune System Presentation <ul style="list-style-type: none"> ○ You Tube - Immune System ○ Immune System Worksheet ● Disease Presentation <ul style="list-style-type: none"> ○ You Tube - Disease ○ Kids Health - STDs ○ Disease Project 	Differentiation for Diverse Learners
	<p>Special Education/504:</p> <ul style="list-style-type: none"> ● Provide students with essential vocabulary ● Re-teaching and review ● Graphic organizers ● Scaffolding of assignments ● Guided questions and note taking ● Provide an outline for writing assessments
	<p>ELL:</p> <ul style="list-style-type: none"> ● Use simplified text and summaries of content. ● Use art visuals for students to respond to instead of text. ● Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> ● Provide copies of presentations and notes ● Extended time on assignments
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● Health Journal 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● BrainPOP <ul style="list-style-type: none"> ○ Immune System ○ AIDS ○ Immune System ○ Disease
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ RST.6-8.1, RST.6-8.2, RST.6-8.7, RST.6-8.8 ➤ WHST.6-8.2, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 ➤ 8.2.8.ITH.1, 8.2.8.ETW.1 ➤ 9.4.8.CI.1, 9.4.8.CT.3 ➤ CRP3, CRP4, CRP5, CRP6 	

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Unit 2: Relationships	Pacing Guide: 15 lessons	Standards
<p>Essential Questions</p> <ul style="list-style-type: none"> • What does sexual orientation and gender identity mean? • How does privacy play a role in the development of strong friendships/strong relationships? • What does a healthy relationship entail? • What sort of communications and interactions should occur in healthy relationships? • What are warning signs of unhealthy relationships, abusive relationships and dating violence? • What are the signs of relationship abuse? • How can one seek help for relationship and family life issues? 	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Individuals need to express his/her sexuality in ways that are both healthy and responsible. • Recognizing risk factors and applying risk reducing strategies can prevent health consequences. • Assertive communication skills enhance health by avoiding and/or reducing health risks. • Personal choices impact current and long term outcomes on individuals, family and society. • There are many ways to seek help through guidance counselors, therapists, and medical counselors. 	<p>2.3.8.PS.1 2.3.8.PS.2 2.3.8.PS.3 2.3.8.PS.4 2.3.8.PS.5 2.3.8.PS.6 2.3.8.PS.7 2.1.8.PGD.4 2.1.8.SSH.1 2.1.8.SSH.2 2.1.8.SSH.3 2.1.8.SSH.4 2.1.8.SSH.5 2.1.8.SSH.6 2.1.8.SSH.7 2.1.8.SSH.8 2.1.8.CHSS.1 2.1.8.CHSS.2 2.1.8.CHSS.4</p>
<p>Summative Assessment</p> <ul style="list-style-type: none"> ✓ Unit Test ✓ Relationship Assessment ✓ Project 		
<p>Formative Assessments</p> <ul style="list-style-type: none"> • In Class Discussions • Exit Tickets • Teacher Observation • Homework Assignments 		<p>Materials</p> <ul style="list-style-type: none"> • Chromebook
<p>Suggested Activities:</p> <ul style="list-style-type: none"> • MS Sexual Orientation / Gender Identity Presentation • Kids Health - Relationships • Relationships and Respect Presentation • Unhealthy Relationships Activity • Healthy Youth - Relationship Lessons 		<p style="text-align: center;">Differentiation for Diverse Learners</p> <p>Special Education/504:</p> <ul style="list-style-type: none"> • Provide students with essential vocabulary • Re-teaching and review • Graphic organizers • Scaffolding of assignments • Guided questions and

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	<p>note taking</p> <ul style="list-style-type: none"> ● Provide an outline for writing assessments
	<p>ELL:</p> <ul style="list-style-type: none"> ● Use simplified text and summaries of content. ● Use art visuals for students to respond to instead of text. ● Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> ● Provide copies of presentations and notes ● Extended time on assignments
<p>Suggested Materials</p> <ul style="list-style-type: none"> ● Health Journal 	<p>Suggested Websites</p> <ul style="list-style-type: none"> ● Healthy Relationships Video ● Middle School LGBTQ History ● Relationships Lessons
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ RST.6-8.1, RST.6-8.2,RST.6-8.7, RST.6-8.8 ➤ WHST.6-8.2, WHST.6-8.7,WHST.6-8.8,WHST.6-8.9 ➤ 8.2.8.ITH.1, 8.2.8.ITH.3, 8.2.8.ITH.4 ➤ 9.2.8.CAP.4, 9.2.8.CAP.5, 9.4.8.GCA.1 ➤ CRP3, CRP4, CRP5, CRP6 	

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Unit 3: Family Life and Human Reproduction	Pacing Guide: 12 lessons	Standards 2.1.8.PGD.3 2.1.8.PP.1 2.1.8.PP.2 2.1.8.PP.3 2.1.8.PP.4 2.1.8.PP.5 2.1.8.SSH.9 2.1.8.SSH.10 2.1.8.SSH.11 2.1.8.CHSS.3 2.3.8.HCDM.3 2.3.8.HCDM.4 2.3.8.HCDM.5
Essential Questions <ul style="list-style-type: none"> • What are the appropriate medical terms for the human reproductive system? • What are the physical and emotional changes that happen to males and females during puberty? • What are the differences and similarities between the male and female reproductive systems? • What are the different methods of contraception? • What are the stages of prenatal development? • What are the physical effects of pregnancy on the female body? 	Enduring Understandings <ul style="list-style-type: none"> • Understanding puberty helps to facilitate the emotional transition from childhood to adolescence. • Responsible actions regarding sexual behavior impact the health of oneself and others. • Caring for the reproductive systems contributes to living a healthy life • Prenatal care can lead to a healthy pregnancy and health child • There are many factors that affect social, emotional, and financial challenges during parenthood. 	
Summative Assessment <ul style="list-style-type: none"> ✓ Unit Test ✓ Human Reproduction Assessment ✓ Parenthood Project 		
Formative Assessments <ul style="list-style-type: none"> • In Class Discussions • Exit Tickets • Teacher Observation • Homework Assignments 		Materials <ul style="list-style-type: none"> • Chromebook
Suggested Activities: <ul style="list-style-type: none"> • Human Reproductive System Presentation • MS Birth Control Presentation • Contraceptives Lessons • Parent Readiness Activity 		Differentiation for Diverse Learners Special Education/504: <ul style="list-style-type: none"> • Provide students with essential vocabulary • Re -teaching and review • Graphic organizers • Scaffolding of assignments • Guided questions and note taking • Provide an outline for

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	writing assessments
	<p>ELL:</p> <ul style="list-style-type: none"> • Use simplified text and summaries of content. • Use art visuals for students to respond to instead of text. • Provide copies of notes
	<p>At-Risk:</p> <ul style="list-style-type: none"> • Provide copies of presentations and notes • Extended time on assignments
<p>Suggested Materials</p> <ul style="list-style-type: none"> • Health Journal 	<p>Suggested Websites</p> <ul style="list-style-type: none"> • Advocates for Youth MS Lessons • Middle Schoolers - Reproduction System
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ➤ RST.6-8.1, RST.6-8.2,RST.6-8.7, RST.6-8.8 ➤ WHST.6-8.2, WHST.6-8.7,WHST.6-8.8,WHST.6-8.9 ➤ 8.2.8.ETW.1 ➤ 9.4.8.DC.4, 9.4.8.DC.5, 9.4.8.DC.6 ➤ CRP3, CRP4, CRP5, CRP6 	