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West Windsor-Plainsboro Regional School District
Health Grade 8

Unit 1: Brain Chemistry

Content Area: Health

Revised 7/1/2023

Course & Grade Level: 08 Grade 8 Cycle

Summary and Rationale

The goal of this unit is for students to learn the different functions of the brain in order to determine how alcohol and other substances negatively impact them.

Recommended Pacing

3 days

New Jersey Student Learning State Standards for Health Education

2.3 Safety

CPI #2.4.ATD	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Alcohol, Tobacco and other Drugs

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

2.3.8.ATD.4 Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

Interdisciplinary Connections

Standard #	Standard
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.
PS:C1.8	Learn about the emotional and physical dangers of substance use and abuse.
SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly.

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

New Jersey Student Learning Standards for Technology

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2:	Compare how technologies have influenced society over time.

Instructional Focus

Unit Enduring Understandings:

- Responsible actions regarding behavior can impact the development and health of oneself and others.
- The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

- A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.
- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Unit Essential Questions:

- How can my personal commitment to wellness help contribute to a long and healthy life?
- How does the teenage brain, as it relates to decision making, differ from the adult brain?
- How do the use of substances affect the growing adolescent brain/body?

Objectives:

Students will know

- The interrelationship between health concepts/dimensions of wellness
- Decision making processes when confronted by risky situations
- Basic brain anatomy and physiology
- Effect of substance use on brain function

Students will be able to

- Explain the effects of substances of use on the body and brain

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text: Teen Health by Glencoe Publishing

Suggested Resources:

Scholastic News

Amaze.org

You Tube Videos

Unit 2: Drug Classification			
Content Area: 02 Health	Revised 7/1/2023		
Course & Grade Level: 08 Grade 8 Cycle			
Summary and Rationale			
The goal of this unit is to understand the different drug classifications and the properties within each category and the consequences they have on the body.			
Recommended Pacing			
8 Days			
New Jersey Student Learning State Standards for Health Education			
2.1 Personal and Mental Health			
2.3 Safety			
CPI #2.3.DSDT	Cumulative Progress Indicator (CPI) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; font-size: small;">Disciplinary Concept</td> <td>Dependency, Substance Disorder and Treatment</td> </tr> </table>	Disciplinary Concept	Dependency, Substance Disorder and Treatment
Disciplinary Concept	Dependency, Substance Disorder and Treatment		
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 state level.		
CPI #2.4.ATD	Cumulative Progress Indicator (CPI) <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; font-size: small;">Disciplinary Concept</td> <td>Alcohol, Tobacco and other Drugs</td> </tr> </table>	Disciplinary Concept	Alcohol, Tobacco and other Drugs
Disciplinary Concept	Alcohol, Tobacco and other Drugs		
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.2:	Relate the use of alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse.		
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.		
Interdisciplinary Connections			
Standard #	Standard		
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.		
PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions.		
PS:C1.8	Learn about the emotional and physical dangers of substance use and abuse.		
SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.		

SL.6.5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
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New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.1.8.FP.7:	Identify the techniques and effects of deceptive advertising.

New Jersey Student Learning Standards for Technology

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2:	Compare how technologies have influenced society over time.

Instructional Focus

Unit Enduring Understandings:

- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations
- The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
- A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.
- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Unit Essential Questions:

- How can my personal commitment to wellness help contribute to a long and healthy life?
- Why do people engage in unsafe behaviors (ex: drug use, unprotected sex, etc.) despite knowing the inherent risks and possible outcomes?
- How do the use of substances affect the growing adolescent brain/body?
- Why is it important to understand the classification of drugs?

Objectives:

Students will know

- Effect of substance use on brain function
- Different health organizations/agencies that can assist with substance dependency
- Classification, impact and resources associated with various substances of use

Students will be able to

- Explain the effects of substances of use on the body and brain
- Classify specific drugs and their effects

Evidence of Learning

<input checked="" type="checkbox"/> Formative Assessment
<input checked="" type="checkbox"/> Summative Assessment
<input checked="" type="checkbox"/> Alternative Assessment

<input checked="" type="checkbox"/> Benchmark
Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations
Competencies for 21st Century Learners:
<ul style="list-style-type: none"> ● Collaborative Team Member ● Effective Communicator ● Globally Aware, Active, & Responsible Student/Citizen ● Information Literate Researcher ● Innovative & Practical Problem Solver ● Self-Directed Learner
<p>Core Text: Teen Health by Glencoe Publishing</p> <p>Suggested Resources:</p> <p>Healthykid.org Healthyteen.org CDC.gov Medlineplus.gov You Tube Videos TED-Ed videos drugfreeworld.org positivechoices.org.au/students/mouse-party NIH.gov drugabuse.gov dea.gov</p>

Unit 3: Alcohol/Impact on the Body		
Content Area: 02 Health	Revised 7/1/2023	
Course & Grade Level: 08 Grade 8 Cycle		
Summary and Rationale		
The objective of this unit is for students to identify the different components of alcohol on the body along with comparing globally the impact of drinking ages and advertisements.		
Recommended Pacing		
8 days		
New Jersey Student Learning State Standards for Health Education		
2.3 Safety		
CPI #2.3.A	Cumulative Progress Indicator (CPI)	
	<table border="1" style="width: 100%;"> <tr> <td style="width: 25%;"><small>Disciplinary Concept</small></td> <td>Personal Safety</td> </tr> </table>	<small>Disciplinary Concept</small>
<small>Disciplinary Concept</small>	Personal Safety	
CPI #2.3.DSDT	Cumulative Progress Indicator (CPI)	
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<small>Disciplinary Concept</small>	Dependency, Substance Disorder and Treatment	

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.
CPI #2.4.ATD	Cumulative Progress Indicator (CPI)
	Disciplinary Concept Alcohol, Tobacco and other Drugs
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.2:	Relate the use of alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse.
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.4	Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
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.
Interdisciplinary Connections	
Standard #	Standard
PS:C1.8	Learn about the emotional and physical dangers of substance use and abuse.
New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
Standard #	Standard
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
New Jersey Student Learning Standards for Technology	
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others. • A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual. • The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families. 	
Unit Essential Questions:	
<ul style="list-style-type: none"> • How can my personal commitment to wellness help contribute to a long and healthy life? • How does the teenage brain, as it relates to decision making, differ from the adult brain? • How do the use of substances affect the growing adolescent brain/body? 	

- How does peer pressure influence my decision making?

Objectives:

Students will know

- Impact of substances of use (ex: opioids, alcohol, etc.)
- Factors that contribute to substance use/abuse
- Effect of substance use on brain function
- Different health organizations/agencies that can assist with substance dependency
- Classification, impact and resources associated with various substances of use

Students will be able to

- Explain the effects of substances of use on the body and brain
- Analyze the physical effects of alcohol use

Evidence of Learning

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text: Teen Health by Glencoe Publishing

Suggested Resources:

Livestrong.com

Healthykid.org

You Tube Videos

TED-Ed videos

DCMP videos

drugfreeworld.org

positivechoices.org.au/students/mouse-party

NIH.gov

drugabuse.gov

dea.gov

Unit 4: Relationships/Sex Education

Content Area: 02 Health

Revised 7/1/2023

Course & Grade Level: 08 Grade 8 Cycle

Summary and Rationale

Goal of this unit is to provide students with knowledge of how to stay safe and avoid risky behaviors while in different forms of relationships. In order to make health conscious life long decisions.

Recommended Pacing

6 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1.SSH	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Social and Sexual Health
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).
CPI #2.1.SSH	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Community Health Services and Support
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.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 Safety

CPI #2.3.A	Cumulative Progress Indicator (CPI)
	<small>Disciplinary Concept</small> Personal Safety
2.3.8.PS.2	Define sexual consent and sexual agency.

Interdisciplinary Connections

Standard #	Standard
PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions.
SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
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New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.2 Career Awareness, Exploration, and Preparation

Standard #	Standard
9.2.8.CAP.4:	Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

New Jersey Student Learning Standards for Technology

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
8.2.8.ITH.2:	Compare how technologies have influenced society over time.

Instructional Focus

Unit Enduring Understandings:

- Individual actions, genetics, and family history can play a role in an individual’s personal health.
- There are factors that contribute to making healthy decisions about sex.
- Responsible actions regarding behavior can impact the development and health of oneself and others.
- Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations
- Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

Unit Essential Questions:

- How will I know I am ready for a committed relationship?
- Why is it important to develop communication skills in a relationship?
- How can individuals protect themselves and their partners if the decision to become sexually active is made?
- How/where can individuals receive help/treatment for STD’s/STI’s or unintended pregnancy?
- How does peer pressure influence my decision making?

Objectives:

Students will know

- The interrelationship between health concepts/dimensions of wellness
- Decision making processes when confronted by risky situations
- Different health organizations/agencies that can assist with STD’s, HIV and unintended pregnancy
- Routine healthcare procedures for early detection of disease
- Personal responsibility in relationships

Students will be able to

- Examine components of different types/stages of relationships
- Communicate and make decisions about the development of a relationship
- Reflect on qualities that they value in a partner
- Identify and state pros/cons of different contraceptive methods
- Explain the consequences of unprotected sexual intercourse

Evidence of Learning

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners

Collaborative Team Member

Effective Communicator

Self-Directed Learner

Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text: [Teen Health](#) by Glencoe Publishing

Suggested Resources:

Scholastic News

Amaze.org

You Tube Videos

TED-Ed videos

DCMP videos

positivechoices.org.au/students/mouse-party

Unit 5: Human Traffic/Sex Education

Content Area: 02 Health

Revised 7/1/2023

Course & Grade Level: 08 Grade 8 Cycle

Summary and Rationale

The objective of this unit is to inform students of a global epidemic in order to provide the skills and knowledge to be aware of the different scenarios that could pose threat to themselves and others.

Recommended Pacing

3 days

New Jersey Student Learning State Standards for Health Education

2.1 Personal and Mental Health

CPI #2.1.SSH	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Social and Sexual Health
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).	

2.3 Safety

CPI #2.3.A	Cumulative Progress Indicator (CPI)	
	Disciplinary Concept	Personal Safety
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).	

Interdisciplinary Connections

Standard #	Standard
9.1.8.C.1	Determine an individual's responsibility for personal actions and contributions to group activities.
PS:B1.5	Demonstrate when, where and how to seek help for solving problems and making decisions.
SL.6.5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome

New Jersey Student Learning Standards for 21st Century Life and Careers

Career Ready Practices

Standard #	Standard
9.4.8.GCA.2:	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.CT.3:	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

New Jersey Student Learning Standards for Technology

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
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Instructional Focus

Unit Enduring Understandings:

- There are factors that contribute to making healthy decisions about sex.

- Responsible actions regarding behavior can impact the development and health of oneself and others.
- Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations
- Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.

Unit Essential Questions:

- Why do we sometimes take risks that can cause harm to ourselves and/or others?
- Why is it important to develop communication skills in a relationship?
- How can individuals protect themselves and their partners if the decision to become sexually active is made?
- How/where can individuals receive help/treatment for STD's/STI's or unintended pregnancy?
- How does peer pressure influence my decision making?

Objectives:

Students will know

- Different health organizations/agencies that can assist with STD's, HIV and unintended pregnancy
- Routine healthcare procedures for early detection of disease
- Personal responsibility in relationships

Students will be able to

- Identify and state pros/cons of different contraceptive methods
- Explain the consequences of unprotected sexual intercourse

Evidence of Learning

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Competencies for 21st Century Learners

- Collaborative Team Member
- Effective Communicator
- Self-Directed Learner
- Globally Aware, Active, & Responsible Student/Citizen

Resources

Core Text: [Teen Health](#) by Glencoe Publishing

Suggested Resources:

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- Amaze.org
- You Tube Videos
- NatGeo.com

