

A Healthy, Active Lifestyle		
Content Area: 02 Health		
Course & Grade Level: 08 Grade 8 Cycle		
Summary and Rationale		
<p>The New Jersey Core Curriculum Content Standards for Health and Comprehensive Physical Education site the importance of health literacy for citizens in the 21st century. There is a focus on the individual to take personal responsibility for his/her health by living an active, healthy lifestyle. As such, the goal of the curriculum is to foster a life-long commitment to healthy living by making informed choices about wellness, nutrition, social and emotional pressures, and fitness. Decisions one makes today impact current and future quality of life.</p> <p>“No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.”</p> <p style="text-align: right;"><i>Ernest Boyer</i></p>		
Recommended Pacing		
30 days		
New Jersey Student Learning State Standards for Health Education		
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
CPI #2.1 A	Cumulative Progress Indicator (CPI) Strand A Personal Growth and Development	
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.	
CPI #2.1.C	Cumulative Progress Indicator (CPI) Strand C Diseases and Health Conditions	
2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.	
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.	
CPI #2.1.D	Cumulative Progress Indicator (CPI) Strand D Safety	
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.	
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.	
2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.	
CPI #2.1.E	Cumulative Progress Indicator (CPI) Strand E Social and Emotional Health	
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.	
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.	

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle		
CPI #2.2.B	Cumulative Progress Indicator (CPI)	
	Strand B	Decision-Making and Goal-Setting
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.	
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.	
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.	
CPI #2.2.C	Cumulative Progress Indicator (CPI)	
	Strand C	Character Development
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.	
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.	
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.	
	Cumulative Progress Indicator (CPI)	
	Strand E	Health Services and Information
2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the internet	
2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals	
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.		
CPI #2.3.A	Cumulative Progress Indicator (CPI)	
	Strand A	Medicines
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.	
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.	
CPI #2.3.B	Cumulative Progress Indicator (CPI)	
	Strand B	Alcohol, Tobacco, and Other Drugs
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.	
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.	
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.	
2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.	
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.	
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.	
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.	

2.3.8.B.8	Analyze health risks associated with injected drug use.		
CPI #2.3.C	Cumulative Progress Indicator (CPI) <table> <tr> <td>Strand C</td><td>Dependency/Addiction and Treatment</td></tr> </table>	Strand C	Dependency/Addiction and Treatment
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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.		
2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.		
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.			
CPI #2.4.A	Cumulative Progress Indicator (CPI) <table> <tr> <td>Strand A</td><td>Relationships</td></tr> </table>	Strand A	Relationships
Strand A	Relationships		
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.		
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.		
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.		
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		
CPI #2.4.B	Cumulative Progress Indicator (CPI) <table> <tr> <td>Strand B</td><td>Sexuality</td></tr> </table>	Strand B	Sexuality
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2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.		
2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.		
2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.		
CPI #2.4.C	Cumulative Progress Indicator (CPI) <table> <tr> <td>Strand C</td><td>Pregnancy and Parenting</td></tr> </table>	Strand C	Pregnancy and Parenting
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2.4.8.C.3	Determine effective strategies and resources to assist with parenting		
2.4.8.C.4	Predict short and long term impacts of teen pregnancy		
Interdisciplinary Connections			
Standard #	Standard		
PS:B1.8	Know when peer pressure is influencing a decision.		
PS:C1.7	Apply effective problem-solving and decision-making skills to make safe and healthy choices.		
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.		
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		
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.		

New Jersey Student Learning Standards for 21st Century Life and Careers	
Career Ready Practices	
Standard #	Standard
CRP2.	Apply appropriate academic technical skills.
CRP4.	Communicate clearly and effectively with reason.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11.	Use technology to enhance productivity
9.2 Career Awareness, Exploration, and Preparation	
Standard #	Standard
9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
New Jersey Student Learning Standards for Technology	
Standard #	Standard
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Instructional Focus	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. The prevention and control of diseases and health conditions are affected by many factors. Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. Social and emotional development influence all components of wellness. Stress management skills impact an individual's ability to cope with different types of emotional situations. Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values. Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment. There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors. Substance abuse is caused by a variety of factors. 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. The values acquired from family, culture, personal experiences, and friends impact all types of relationships. Responsible actions regarding sexual behavior impact the health of oneself and others. Early detection strategies assist in the prevention and treatment of illness or disease. Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others. 	

Unit Essential Questions:

- Am I willing to make personal decisions to support my dimensions of wellness?
- How can my personal commitment to wellness help contribute to a long and healthy life?
- Why do we sometimes take risks that can cause harm to ourselves and/or others?
- Why is it important to continue stress management skills even when we are not feeling stressed?
- Why do some people still engage in unsafe behaviors despite knowing the inherent risks and possible outcomes?
- Why do some people feel the need to turn to negative coping strategies and others do not?
- Why do individuals choose to use/abuse alcohol, tobacco, supplements, energy drinks or other drugs when they are aware of the detrimental effects?
- How is the teenage brain different from the adult brain?
- How do drugs, alcohol, tobacco affect the growing adolescent brain?
- Why is it important to understand the classification of drugs?
- How do I determine whether or not a medication will be effective?
- 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 do we know a relationship is not worth saving?

Objectives:**Students will know**

- The interrelationship among health concepts
- The steps it takes to make a personal commitment to wellness (time, patience, practice, and life style change)
- Decision making processes when confronted by risky situations
- The difference between positive and negative risk
- Stress management strategies
- Effects of drugs, medication, supplements and energy drinks
- Supplements and energy drinks have drug like effects
- Causes of substance abuse
- Basic brain anatomy and physiology
- Connections of drug use/alcohol use to brain function
- Different health organizations /agencies that can assist with drug/alcohol dependency
- Different health organizations /agencies that can assist with STD's, HIV and unintended pregnancy
- Routine healthcare procedures for early detection of disease
- Ways to evaluate health resources for reliability
- Personal responsibility in relationships

Students will be able to

- Make a personal decision and commit to a wellness plan for the duration of the cycle
- Research the benefits of a personal health goal and collaborate with classmates about what they learned and how it can help with their overall wellness

- Chart, graph or journal progress on achieving personal wellness plan
- Analyze their personal stressors
- Analyze their personal stress management strategies
- Reflect on their own personal coping strategies
- Assess risky situations; differentiate between positive and negative risks
- Explain the effects of drugs/alcohol/supplements/energy drinks on the body and brain
- Examine how supplements and energy drinks are “deemed” natural but can be damaging to the body
- Classify specific drugs and their effects
- Analyze the physical effects of alcohol use
- Examine components of different types 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

Assessment

- Student and teacher discussion using vocabulary presented in the lessons
- Informal observation
- Review of student activities
- Comments during whole group discussions
- Unit summative assessments
- Group projects

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:

Current Health Magazine by Weekly Reader

Livestrong.com

Play60.com

Healthykid.org

Healthyteen.org

CDC.gov

Medlineplus.gov

Webmd.com

Brain Pop

You Tube Videos

HRM video library

Sunburst Video library

PBS Kids