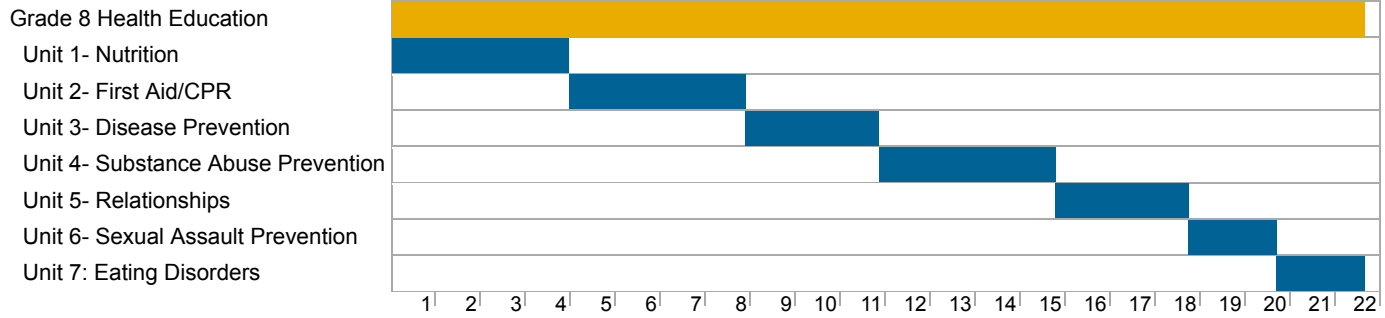


### Grade 8 Health Education Curriculum Chart



### Grade 8 Health Education

**Start day: 1**

**Meetings: 22 days**

<u>Description</u>
<p>The theme is, Influences and Behaviors, and focuses on analyzing health and safety issues, information, and resources in order to become healthy, responsible citizens.</p>
<u>Course Resources</u>
<p>www.supertracker.usda.gov/                      YouTube                      Google Classroom                      Shared Schoology Group                      HIV Educator from Town Hall                      Guest speaker from YWCA for Healthy and Unhealthy Relationships                      Greenwich PD to speak on Social Media                      GEMS for CPR and AED Training                      Sexual Assault Crisis and Education Center</p>
<u>Non-Aligned Standards</u>
<p>1 Healthy and Active Life</p> <ul style="list-style-type: none"> <li>• <b>Objective [HE 7-8 H&amp;AL] 1.7-8.7</b> 1.7-8.7 Explain basic food safety rules for selecting, storing, preparing, cooking, cooling, and reheating food.</li> </ul> <p>2 Injury and Disease Prevention</p> <ul style="list-style-type: none"> <li>• <b>Objective [HE 7-8 I&amp;DP] 2.7-8.5</b> 2.7-8.5 Utilize resources and skills to resolve conflicts peacefully (e.g., peer mediation, support services).</li> <li>• <b>Objective [HE 7-8 I&amp;DP] 2.7-8.8</b> 2.7-8.8 Identify suicide risk factors, demonstrate intervention skills for accessing help to prevent suicide.</li> </ul>

## 3 Human Growth and Development

- **Objective [HE 7-8 HG&D] 3.7-8.3** 3.7-8.3 Explain / describe how the structure and function of male and female anatomy relates to the process of conception and reproduction and birth.
- **Objective [HE 7-8 HG&D] 3.7-8.4** 3.7-8.4 Describe the growth and development of the fetus from conception to birth, (e.g., prenatal health, normal development, birth defects.)

**Grade 8 Health Education > Unit 1- Nutrition****Start day:** 1**Meetings:** 4 days**Teacher Notes - Read First**

Wellness Teacher

**Big Ideas/Enduring Understandings**

Nutrition and Eating Disorders: 5 lessons:

Students will recognize and choose healthy foods that meet their individual nutritional needs.

**Essential Questions**

1. How can I tell if a food is nutritious?
2. Where can I find valid and accurate nutritional information?
3. How can I be a savvy consumer?
4. What is the difference between Anorexia, Bulimia and Binge Eating Disorder.

**Concepts (What Students Should Know)**

1. Identify nutritional requirements for adolescence.
2. Define calorie as a measure of energy and discuss the role it plays in overall nutrition.
3. Compare and contrast immediate and long term health benefits and consequences associated with healthy and unhealthy food choices.

**Skills (What Students Should Do)**

1. Evaluate personal daily food intake and compare to nutritional needs.
2. Critique various types of diets.

**Misconceptions**

1. If a food sounds healthy, e.g. 'Smart Food Popcorn' or Granola Bar', then it is healthy to eat.

2. I exercise, therefore, I can eat unhealthy foods... it doesn't really matter.
3. I am not hungry in the morning and I don't really need to eat breakfast.
4. Energy drinks are healthy.

### **Spelling/Vocabulary**

Nutrient

Carbohydrate

Protein

Fats

Calorie

Energy

Legumes

Dairy

Fruits

Vegetables

DV- daily values

Anorexia

Bulimia

Binge Eating Disorder

### **Instructional Resources**

1. Supertracker, link: [www.supertracker.usda.gov/](http://www.supertracker.usda.gov/)
2. [Sorting It Out](#), handout
3. What is in Your Food? matching activity
4. [Nutrition Worksheet](#)

### **Digital Integration**

Schoology

You Tube

Google

Supertracker

Noodle Tools

Nearpod

Kahoots

**Assessment of/for Learning**

1. Utilize 'Supertracker' and generate a personal nutritional report.
2. Research a topic related to various diets.

**Reflection**

**Standards**

1 Healthy and Active Life

- **Objective [HE 7-8 H&AL] 1.7-8.1** 1.7-8.1 Identify and discuss national nutrition goals (Dietary Guidelines for Americans, FGP, Five a Day) important to personal health strategies. Use nutrition labels to help make healthy food choices by comparing and evaluating foods for nutrient content.
- **Objective [HE 7-8 H&AL] 1.7-8.2** 1.7-8.2 Describe nutrient interactions which impact the availability of nutrients from a meal (e.g., vitamin C increases iron absorption, oxalates bind calcium, etc.) Describe preparation and cooking techniques to minimize nutrient losses in food.
- **Objective [HE 7-8 H&AL] 1.7-8.2a** 1.7-8.2a Plan, select and prepare healthy meals and snacks which emphasize the principles of the Food Guide Pyramid and the Dietary Guidelines for Americans. Describe ways to modify recipes and preparation techniques to reduce fat and sodium content and to increase fiber
- **Objective [HE 7-8 H&AL] 1.7-8.3** 1.7-8.3 Explain the role of diet in disease prevention (e.g., osteoporosis, heart disease, cancer, stroke, etc.). Analyze healthy and unhealthy dietary practices (e.g., vegetarianism, nutrition supplements, dieting, eating disorders, skipping meals, dietary supplements, etc.) and their temporary and long-term impact on overall health.
- **Objective [HE 7-8 H&AL] 1.7-8.4** 1.7-8.4 Analyze barriers to healthy eating and physical activity and explore strategies for overcoming these barriers.
- **Objective [HE 7-8 H&AL] 1.7-8.5** 1.7-8.5 Identify and discuss the influence of economic, social, cultural and emotional factors on personal eating habits. Recognize emotional and stressful eating patterns and disorders. Analyze the role / impact of the media and current culture on eating behaviors.
- **Objective [HE 7-8 H&AL] 1.7-8.6** 1.7-8.6 Practice the skills needed to access nutrition and fitness information from a variety of resources. Discuss techniques to evaluate the validity of nutrition and fitness information.

**Grade 8 Health Education > Unit 2- First Aid/CPR**

**Start day: 5**

**Meetings: 4 days**

**Teacher Notes - Read First**

Wellness Teacher &  
Stephanie Mazzotta  
from GEMS

**Big Ideas/Enduring Understandings**

First Aid Training: 4 lesson

Students will be knowledgeable in First Aid procedures and will pass a test to receive a 2-year certification.

Students will review Hands-Only CPR (from 6th grade)

**Essential Questions**

1. How do you respond to emergency situations?

**Concepts (What Students Should Know)**

1. Define First Aid and identify the responsibilities and steps taken of a First responder.
2. Identify behaviors that can put a teen at risk and identify steps taken to help.

**Skills (What Students Should Do)**

1. Discuss, review and practice First Aid skills as they relate to medical emergencies, injury emergencies, and environmental emergencies.
2. Access school and community resources as they relate to emergency situations.

**Misconceptions**

1. As a teen, I can't really do much to help out in an emergency situation.
2. I am afraid I may hurt the person who needs help, therefore, I should do nothing.

**Spelling/Vocabulary**

First Aid basics

Medical emergencies

Injury emergencies

Environmental emergencies

CPR-cardiopulmonary resuscitation

AED-automated external defibrillator

**Instructional Resources**

1. GEMS (Greenwich Emergency Medical Services). Contact: Stephanie Mazzotta- 203-637-7505, smazzotta@greenwichems.org

**Digital Integration**

Schoology

You Tube

Google

Noodle Tools

Nearpod

**Assessment of/for Learning**

1. Written exam.
2. Practical exam / demonstration of physical skills.

**Reflection**

**Standards**

2 Injury and Disease Prevention

- **Objective [HE 7-8 I&DP] 2.7-8.3** 2.7-8.3 Recognize basic first aid and rescue breathing techniques and be able to apply them appropriately.

**Grade 8 Health Education > Unit 3- Disease Prevention**

**Start day: 9**

**Meetings: 3 days**

**Teacher Notes - Read First**

Wellness Teacher &

Robin Clark-Smith

From Greenwich Public Health Department (HIV)

**Big Ideas/Enduring Understandings**

Sexually Transmitted Diseases & HIV/ AIDS: 3 lessons

1. Risky behaviors can have serious physical, mental, emotional and social consequences.
2. There are decisions one can make to reduce his/her risk of contracting HIV.
3. There are bacterial and viral STI's
4. How are STI's are transmitted.

**Essential Questions**

1. What types of behavior can lead to contracting a sexually transmitted disease and HIV/AIDS?
2. How can I reduce my risk of contracting a sexually transmitted disease and HIV/AIDS?

**Concepts (What Students Should Know)**

1. Discuss the various types of diseases as they relate to viral, bacterial or fungali infections.
2. Identify the routes of transmission, symptoms, short term and long term effects, treatment and prevention methods of the most commonly communicable diseases, including HIV/AIDS.

**Skills (What Students Should Do)**

1. Access school and community resources for information regarding communicable disease prevention and treatment, including HIV.

**Misconceptions**

1. I can tell by looking at someone if they have a sexually transmitted disease.
2. People in Greenwich do not have HIV.
3. People my age do not get STD's.

**Spelling/Vocabulary**

Gonorrhea

Chlamydia

Syphilis, Herpes

HPV

Hepatitis B and C

Pubic Lice

HIV/AIDS

Latex condoms

Bodily fluids

Semen

Breast milk

Vaginal secretions

**Instructional Resources**

1. Small group STD Research Worksheet
2. Contact: Robin Clark Smith, Town Hall Department of Health at 203-622-6460, Robin ClarkSmith ,

**Digital Integration**

Schoology

You Tube

Google

Supertracker

Noodle Tools

### Assessment of/for Learning

1. Quiz on STD's.

### Reflection

### Standards

2 Injury and Disease Prevention

- **Objective [HE 7-8 I&DP] 2.7-8.2** 2.7-8.2 Analyze the impact of influences, personal desires and social pressures on skills necessary to avoid dangerous situation and modify / adapt these skills to avoid dangerous situations.
- **Objective [HE 7-8 I&DP] 2.7-8.4** 2.7-8.4 Identify personal behaviors that increase the risk of developing communicable diseases and develop strategies to minimize risk.

3 Human Growth and Development

- **Objective [HE 7-8 HG&D] 3.7-8.2** 3.7-8.2 Generate a topic list and a correlating / corresponding list of resources related to information on adolescence and practice the skills needed to access information from a variety of resources.
- **Objective [HE 7-8 HG&D] 3.7-8.5** 3.7-8.5 Compare and contrast abstinence with other methods of safer sex.
- **Objective [HE 7-8 HG&D] 3.7-8.6** 3.7-8.6 Identify risk factors for and explain / describe skills needed to reduce these risks. risks.
- **Objective [HE 7-8 HG&D] 3.7-8.7** 3.7-8.7 Examine and describe how parenthood and other consequences of sex could negatively impact personal goals and healthy lifestyles.
- **Objective [HE 7-8 HG&D] 3.7-8.8** 3.7-8.8 Examine and discuss ways the media influence our behaviors and decision- making as related to sexuality.

## Grade 8 Health Education > Unit 4- Substance Abuse Prevention

**Start day:** 12

**Meetings:** 4 days

### Teacher Notes - Read First

Wellness Teacher

### Big Ideas/Enduring Understandings

Substance Abuse Prevention: 4 lessons

1. There are various social influences to using drugs.
2. There are healthy alternatives to resist the pressure of using drugs.



3. The effects of Alcohol on Mind and Body.
4. The effects of Nicotine on the mind and body.

#### **Essential Questions**

1. Why do people use drugs?
2. How do drugs affect the user, people around the user, and our society as a whole?
3. What are the effects of Alcohol on the mind and body?
4. What are the effects of Nicotine on the mind and body?

#### **Concepts (What Students Should Know)**

1. Discuss how drug use affects one's health and behavior.
2. Identify laws and policies regarding the purchase, use and possession of legal and illegal drugs.
3. Discuss the dangers of using drugs in combination.
4. Describe how peer pressure influences decisions related to drug use.

#### **Skills (What Students Should Do)**

1. Personalize reasons, and safety strategies to stay drug-free, and to lead a healthy life-style.
2. Brainstorm strategies to positively influence and help a friend to be drug-free.
3. Access school and community resources for self, or a friend who may have a substance abuse problem.

#### **Misconceptions**

1. "It's no big deal, it's only pot.", "It's no big deal, it's only vaping.", "It's no big deal, it's only....."
2. If the drug is legal, then it is safe to take.
3. I won't become addicted, I can control it and quit anytime I want.

#### **Spelling/Vocabulary**

Alcohol

Influences

Nicotine

Addiction

Chemical dependency

Internet safety  
 Sexting  
 Social Media  
 E-Cigarettes  
 Vaping

#### Instructional Resources

Group work  
 Nearpod  
 Kahoots  
 Guest speakers - Detective John King Greenwich PD  
 You tube  
 Schoology  
 Google Classroom  
 Assessments

#### Digital Integration

Schoology  
 You Tube  
 Google  
 Noodle Tools

#### Assessment of/for Learning

1. . Presentation of research information.
2. Post test on Nearpod on Alcohol and Nicotine.

#### Reflection

#### Standards

2 Injury and Disease Prevention

- **Objective [HE 7-8 I&DP] 2.7-8.1** 2.7-8.1 Analyze the influence of personal decisions and social pressures on participation in risk-taking behavior and develop an action plan incorporating strategies to address these pressures.

4 Substance Abuse Prevention

- **Objective [HE 7-8 SAP] 4.7-8.1** 4.7-8.1 Identify adolescent health risks situations / behaviors, and apply the skills of decision -making, conflict resolution, refusal, and goal setting to abstain from ATOD.
- **Objective [HE 7-8 SAP] 4.7-8.2** 4.7-8.2 Identify ways that decisions are influenced by self-concept, home, peer, school and community relationships.

- **Objective [HE 7-8 SAP] 4.7-8.3** 4.7-8.3 Examine factors that influence ATOD use (e.g. peers, media, social factors).
- **Objective [HE 7-8 SAP] 4.7-8.4** 4.7-8.4 Identify the use of peer intervention and its relationships to friendship.
- **Objective [HE 7-8 SAP] 4.7-8.5** 4.7-8.5 Examine the impact of ATOD use & addiction have on the society (COA) family roles, community peer groups, cost to society environment, crime.
- **Objective [HE 7-8 SAP] 4.7-8.6** 4.7-8.6 Identify the progression of the development of addiction (abstain - through- addiction) and helping resources.
- **Objective [HE 7-8 SAP] 4.7-8.7** 4.7-8.7 Identify and apply family and school rules and state and federal laws concerning ATOD use.
- **Objective [HE 7-8 SAP] 4.7-8.8** 4.7-8.8 Identify and apply strategies to advocate for abstinence from ATOD.
- **Objective [HE 7-8 SAP] 4.7-8.9** 4.7-8.9 Identify, examine and access family, school and community ATOD cessation programs.

## Grade 8 Health Education > Unit 5- Relationships

**Start day:** 16

**Meetings:** 3 days

### Teacher Notes - Read First

Wellness Teacher &

Yajaira Gonzalez

Leslie Coplin

from YWCA Domestic Abuse Services

### Big Ideas/Enduring Understandings

Relationships and Teen Dating: 3 lessons

1. Various types of relationships are a part of life.
2. There are community organizations that can help victims in an abusive relationship.
3. Abuse is never the victim's fault.

### Essential Questions

1. How can I tell if my relationship is healthy or unhealthy?
2. What do I do if I think I'm in a bad relationship?

### Concepts (What Students Should Know)

1. Compare and contrast the characteristics of a healthy vs. unhealthy relationship.
2. Define abuse as it relates to dating relationships.
3. Identify the various types of abuse in a dating relationship.
4. Recognize the cycle of abuse in a dating relationship.

### Skills (What Students Should Do)

1. Analyze and personalize characteristics of a healthy dating relationship.
2. Access school and community resources as they relate to helping self or a friend in an unhealthy dating relationship.

**Misconceptions**

1. If my boy/girlfriend is jealous, that means he/she loves me.
2. I would know right away if I was in an abusive relationship.
3. It's easy to break up if you are in an abusive relationship.

**Spelling/Vocabulary**

Physical Abuse

Emotional Abuse

Verbal Abuse

Financial Abuse

Sexual Abuse

Digital Abuse

Cycle of Abuse

Honeymoon Period

**Instructional Resources**

Contact: Yajaira Gonzalez at the YWCA DAS at 203-869-6501 ext 189, [y.gonzalez@ywcagreenwich.org](mailto:y.gonzalez@ywcagreenwich.org)

**Digital Integration**

Schoology

You Tube

Google

**Assessment of/for Learning**

1. Pre/post assessment

**Reflection**

**Standards****3 Human Growth and Development**

- **Objective [HE 7-8 HG&D] 3.7-8.1** 3.7-8.1 Examine situations that manifest different communication styles and their resulting outcomes in terms of treating oneself and others with care, concern, and consideration.
- **Objective [HE 7-8 HG&D] 3.7-8.6** 3.7-8.6 Identify risk factors for and explain / describe skills needed to reduce these risks. risks.
- **Objective [HE 7-8 HG&D] 3.7-8.8** 3.7-8.8 Examine and discuss ways the media influence our behaviors and decision- making as related to sexuality.

**Grade 8 Health Education > Unit 6- Sexual Assault Prevention****Start day:** 19**Meetings:** 2 days**Teacher Notes - Read First**

Sexual Assault Crisis and Education Center Ginger Furey

**Big Ideas/Enduring Understandings**

Sexual Assault Prevention: 2 lessons

1. Sexual Assault is a type of violence, and the only person accountable for this crime is the perpetrator.
2. The victim of a sexual assault crime is never to blame.

**Essential Questions**

1. What steps should be taken if a sexual assault crime has been committed?
2. What strategies can a person use to help keep him/herself safe?

**Concepts (What Students Should Know)**

1. Identify sexual assault and sexual harassment.
2. Identify risky situations and skills to keep self safe.
3. Identify trusted adults, as well as school and community health services, who can provide support and accurate information for a variety of sexual health issues.
4. Discuss existing laws that are intended to protect young people from being sexually mistreated, groomed, harassed, abused, assaulted or exploited.
5. Develop an understanding of the concept of active consent.
6. Identify strategies to use technology and social media safely and respectfully, including laws pertaining to the dissemination of intimate images.

**Skills (What Students Should Do)**

1. Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.

2. Explain why a person who has been sexually mistreated, groomed, harassed, abused assaulted or exploited is not a fault.
3. Explain the role of bystanders in escalating, preventing, or stopping violence or supporting the victim.
4. Demonstrate how to ask for help and to report sexual mistreatment, grooming, harassment, abuse, assault, exploitation and human trafficking.
5. Demonstrate ways to avoid or change situations that threaten sexual health safety in order to keep one safe.
6. Advocate for safe environments that encourage dignified and respectful treatment of others.

#### Misconceptions

1. This can NEVER happen to me.
2. It's not assault if they apologize.
3. Sexual harassment is always physical.
4. Pantsing is not sexual assault.

#### Spelling/Vocabulary

Consent

Power

Control

Perpetrator

Victim

Survivor

Assaulted

Exploitation

Human Trafficking

#### Instructional Resources

Contact: Ginger Furey from The Center for Sexual Assault Crisis Counseling and Education, (203) 487-0673, Ginger Furey, g.furey@thece

center-ct.org Tea consent clip

#### Digital Integration

Schoology

You Tube

Google

<b><u>Assessment of/for Learning</u></b>	
1. Questionnaire	
<b><u>Reflection</u></b>	
<b><u>Standards</u></b>	
2 Injury and Disease Prevention	<ul style="list-style-type: none"> <li>• <b>Objective [HE 7-8 I&amp;DP] 2.7-8-6.</b> 2.7-8-6. Identify strategies to protect against sexual assault, harassment and abuse.</li> <li>• <b>Objective [HE 7-8 I&amp;DP] 2.7-8.7</b> 2.7-8.7 Assess situations that have the potential for sexual assault, harassment, or abuse and develop strategies for prevention. Identify professional and other resources in the home, school and community which assist individuals who have experienced these crimes.</li> <li>• <b>Objective [HE 7-8 I&amp;DP] 2.7-8.9</b> 2.7-8.9 Apply assertive and refusal skills to situations involving pressure to abuse, discriminate or harass based on, but not limited to, race, color, sex, religion, national origin and sexual orientation.</li> </ul>
3 Human Growth and Development	<ul style="list-style-type: none"> <li>• <b>Objective [HE 7-8 HG&amp;D] 3.7-8.6</b> 3.7-8.6 Identify risk factors for and explain / describe skills needed to reduce these risks. risks.</li> </ul>

### Grade 8 Health Education > Unit 7: Eating Disorders

**Start day:** 21

**Meetings:** 2 days

<b><u>Teacher Notes - Read First</u></b>	
Wellness Teacher	
<b><u>Big Ideas/Enduring Understandings</u></b>	
	1. Disordered eating is an unhealthy way to deal or cope with stress and pressures in one's life.
<b><u>Essential Questions</u></b>	
	1. How does disordered eating affect one's physical, mental, emotional and social health?
<b><u>Concepts (What Students Should Know)</u></b>	
	1. Identify the impact media and external influences have on eating habits and self-image.
	2. Identify characteristics of disordered eating.
	3. What resources are available in my community if I need help?
<b><u>Skills (What Students Should Do)</u></b>	
	1. Apply concepts to help a friend who may show signs of disordered eating.

2. Identify and access school and community resources in order to help self, or a friend, who is showing signs of disordered eating.

**Misconceptions**

1. I am not hungry in the morning, so I don't really need to eat breakfast.
2. Energy drinks are healthy.
3. If I drink a protein shake or take supplements, then I can skip a meal.
4. If I skip a meal, then I will lose weight.
5. If I chew the food, then spit it out, I will still absorb the nutrients.

**Spelling/Vocabulary**

Anorexia

Bulimia

Binge Eating

Coping skills

**Instructional Resources**

1. Eating Disorders Worksheet
2. Dying to Be Thin NOVA 48mins.

**Digital Integration**

Schoology

You Tube

Google

Noodle Tools

**Assessment of/for Learning**

**Reflection**

**Standards**