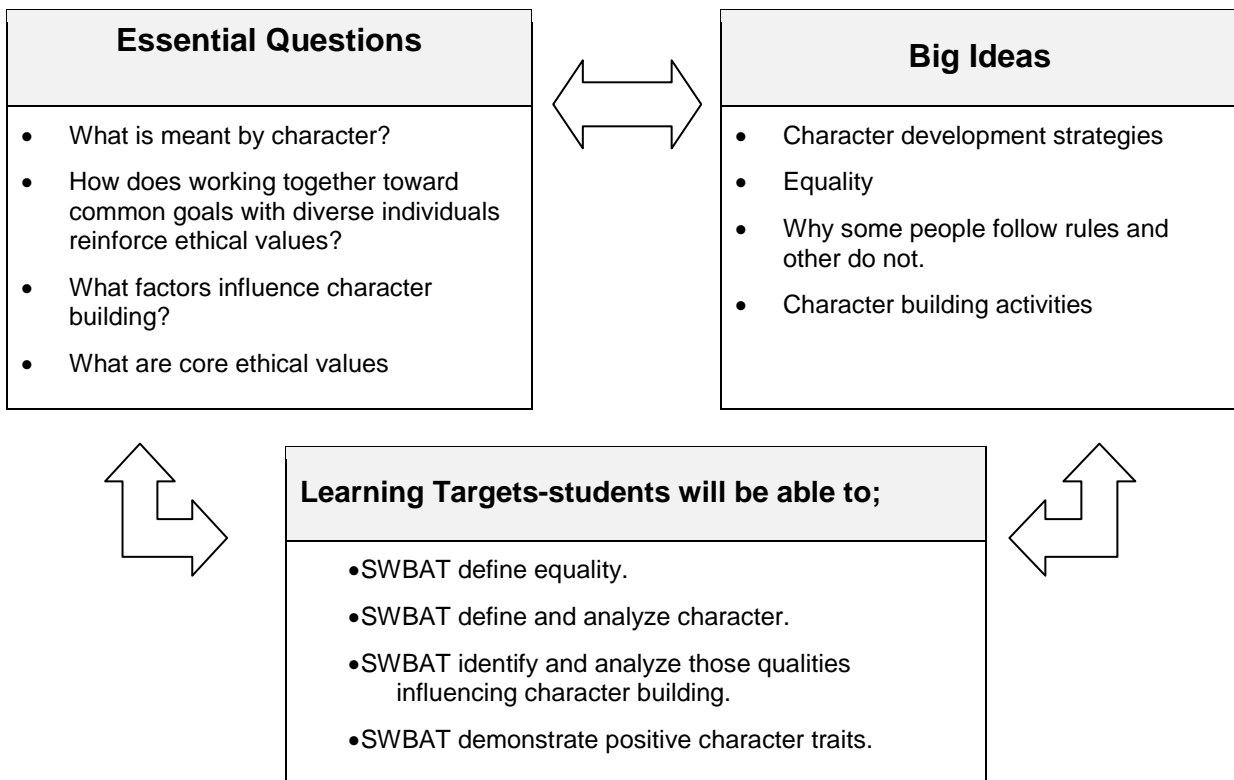


7-8 Comprehensive Health

Unit Title	Character Development
Time frame	Upon completion of Grade 8
21 st Century Themes	Health Literacy, Creativity and innovation, Critical Thinking and Problem Solving, Information Literacy
Interdisciplinary focus and technology integration	Emotional developmental growth (Maslow/Erickson), Integration of technology: projects and information searches

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Assessment: Discussion, Creation of PSA's, Tests/Quizzes, Informal observations.

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Comprehensive Health and Physical Education Content Standards

Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy lifestyle.

C. Character Development

Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.

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.

Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion, Review, Group work, peer presentations, Quizzes

Teaching Strategies

Use of current events, use of current articles, group work, peer presentations, question bag,

Resources

Glencoe Health Series
Current Health 1 & 2

Websites:

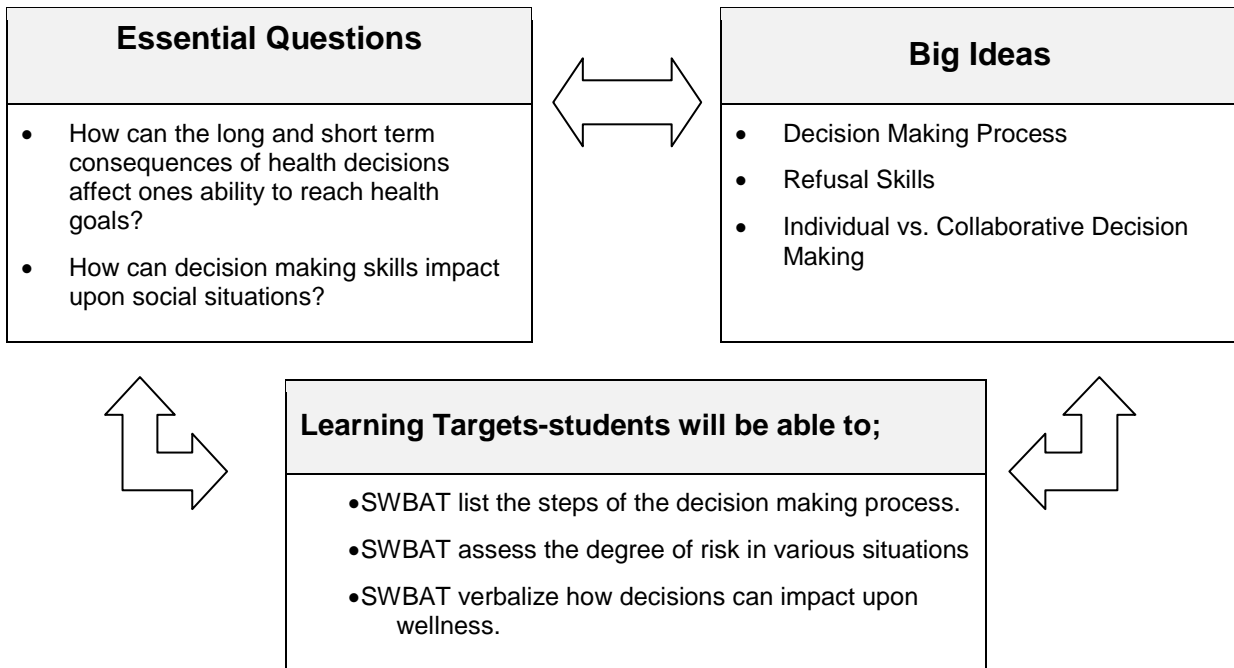
www.cdc.gov

www.kidshealth.org

7-8 Comprehensive Health

Unit Title	Decision Making and Goal Setting
Time frame	Upon completion of Grade 8
21 st Century Themes	Health Literacy, Creativity and innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy.
Interdisciplinary focus and technology integration	Emotional developmental growth (Maslow/Erickson), Integration of technology: projects and information searches, Self Esteem.

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Assessment: Discussion, Creation of PSA's, Tests/Quizzes, Informal observations.

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Comprehensive Health and Physical Education Content Standards

Standard 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy lifestyle.

B. Decision Making and Goal Setting

All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.

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.

2.2.8.B. Approaches to Learning

Every health related decision has short and long term consequences and affects the ability to reach health goals.

Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion, Review, Group work, peer presentations, Quizzes

Teaching Strategies

Use of current events, use of current articles, group work, peer presentations, question bag,

Resources

Glencoe Health Series
Current Health 1 & 2

Websites:

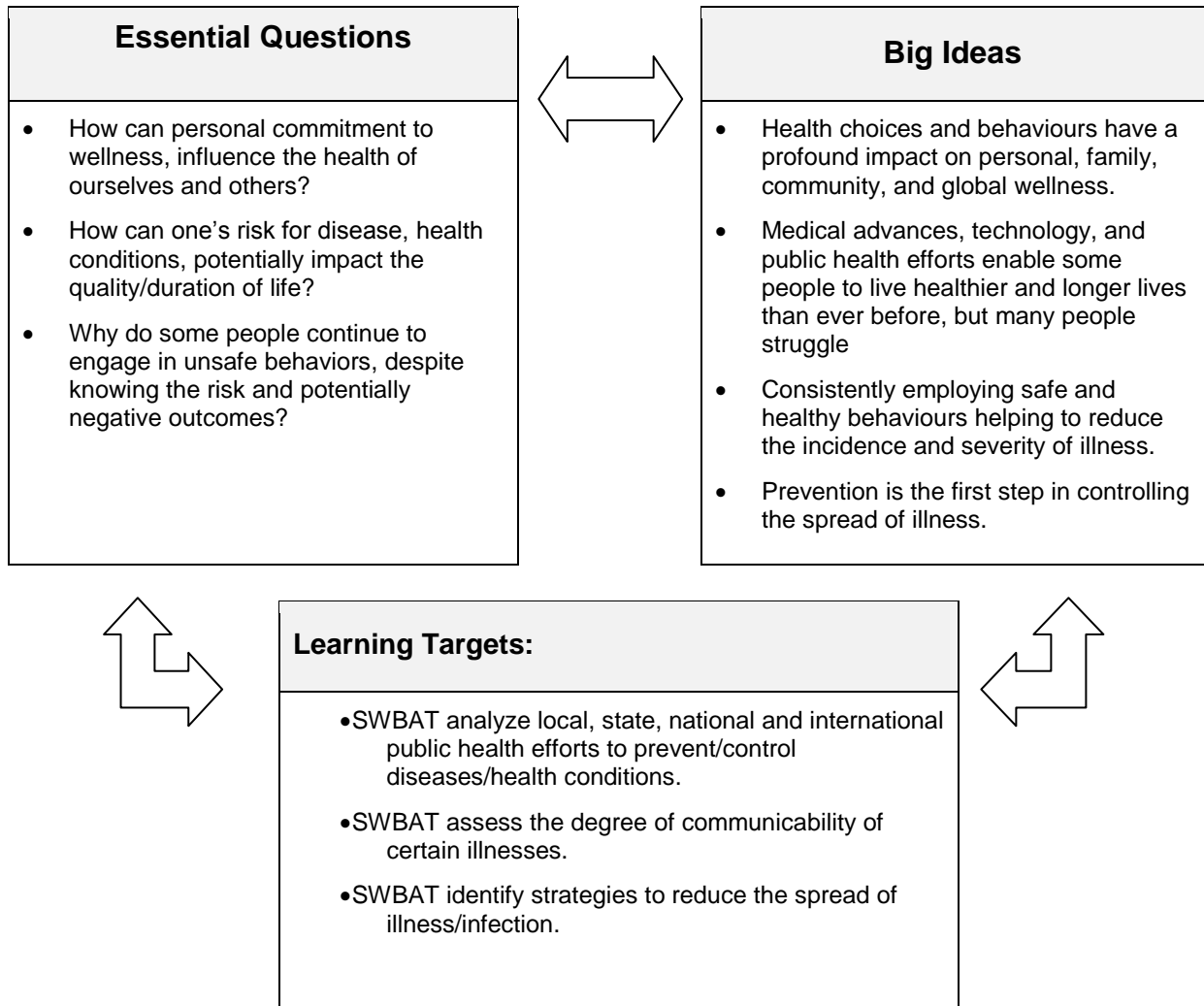
www.cdc.gov

www.kidshealth.org

Grades 7-8 Comprehensive Health

Unit Title	Diseases and Health Conditions
Time Frame	Upon Completion of Grade 8
21 st Century Themes	Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving Communication and Collaboration, IICT Literacy.
Interdisciplinary focus and technology integration	Physical biologic growth, Microbiology, Infectious Diseases, Illness Prevention, Infection Control.

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Assessment: Discussion, Creation of PSA's, Brochures, Tests/Quizzes, Informal observations.

Differentiation :

Discussion, group work, peer presentations, use of mnemonic devices.

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content Standards

Standard 2.1 Wellness C. Diseases

2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the US and other countries. Including Hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.

2.1.8.C.2 Analyze local state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.8.C.3 Analyze the impact of mental illness (e.g. depression, impulse disorders, addictions, eating disorders, bi-polar disorders on physical, social, and emotional well-being.

Approaches to Learning

The prevention and control of diseases and health conditions are affected by many factors.

Learning Experiences:

Assess prior knowledge, use of rubrics for projects/PSA's , Articles, Diagrams, Discussion/ Review. Quizzes.

Teaching Strategies:

Use of current articles, Utilizing current events submitted by students, Group work, Peer Presentations.

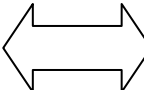
Resources:

www.cdc.gov
www.teenhealth.org
www.webmd.com
Glencoe Teen Health 1 & 2
Current Health 1 & 2

Grades 7-8 Comprehensive Health

Unit Title	Drugs, Alcohol, and Tobacco
Time frame	Upon Completion of Grade 8
21 st Century Themes	Health literacy, Civic literacy, global awareness
Interdisciplinary focus and technology integration	Language arts, technology, science, social studies

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed

Essential Questions	↔	Big Ideas
<ul style="list-style-type: none"> • What are the potential risks for commonly used over the counter medicines, prescription drugs, and herbal and medicinal supplements? • What are the consequences of abusing prescription and over the counter medicines? • What are the physical and behavioral effects of commonly abused substances by adolescents? • What are the effects of all types of tobacco use on the aging process? • What are the smoking laws in New Jersey, other states and other countries? • What is the impact of alcohol and other drugs on the brain? • How do alcohol and other drugs affect decision making and the risk of sexual assault, pregnancy, and STI's? • How does inhalant use impact social, emotional, mental, and physical wellness? • What is the health risks associated with injected drug use? • What are theories related to dependency/addiction and what are recommendations that support a drug free life? • What are intervention strategies with someone dealing with substance abuse 		<ul style="list-style-type: none"> • Gain knowledge about the risks for over the counter, prescription drugs, and herbal and medicinal supplements. • Recognize and understand that each medication has different consequences if abused. • Understand the physical and behavioural effects of abusing substances. • Recognize that tobacco use affects your aging process. • Gain knowledge of the smoking laws in New Jersey, other states and other countries. • Recognize and understand that control vision, sleep, and reaction time are all factors of the brain that can be impacted by alcohol and drug use. • Sexual assault, pregnancy, and STI's are all risk factors when someone is under the influence of alcohol and drugs. • Understand inhalant use impacts social, emotional, mental, and physical wellness. • Gain knowledge of the many health risks associated with injected drug use. • Gain knowledge in the theories of addiction. • Develop and understand intervention strategies for substance abuse.

Learning Targets-students will be able to;

Students will be able to:

- Explain the potential risks for commonly used over the counter medicines, prescription drugs, and herbal and medicinal supplements.
- Compare and contrast the consequences of abusing prescription and over the counter medicines.
- Compare and contrast physical and behavioral effects of commonly abused substances by adolescents.
- Analyze the effects of all types of tobacco use on the aging process.
- Compare and contrast the smoking laws in New Jersey, other states and other countries.
- Explain impact of alcohol and other drugs on the brain.
- Recognize how alcohol and other drugs affect decision making and the risk of sexual assault, pregnancy, and STI's.
- Explain how inhalant use impact social, emotional, mental, and physical wellness.
- Analyze the health risks associated with injected drug use.
- Compare and contrast theories about dependency/addiction.
- Demonstrate intervention strategies for substance abuse.

Assessment: Discussion, group work, individual work, partner work, Tests/Quizzes, Informal observations.

Differentiation:

Discussion, group work, individual work, partner work

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Comprehensive Health and Physical Education

Standards: 2.3 Drugs and Medicine

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.

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.

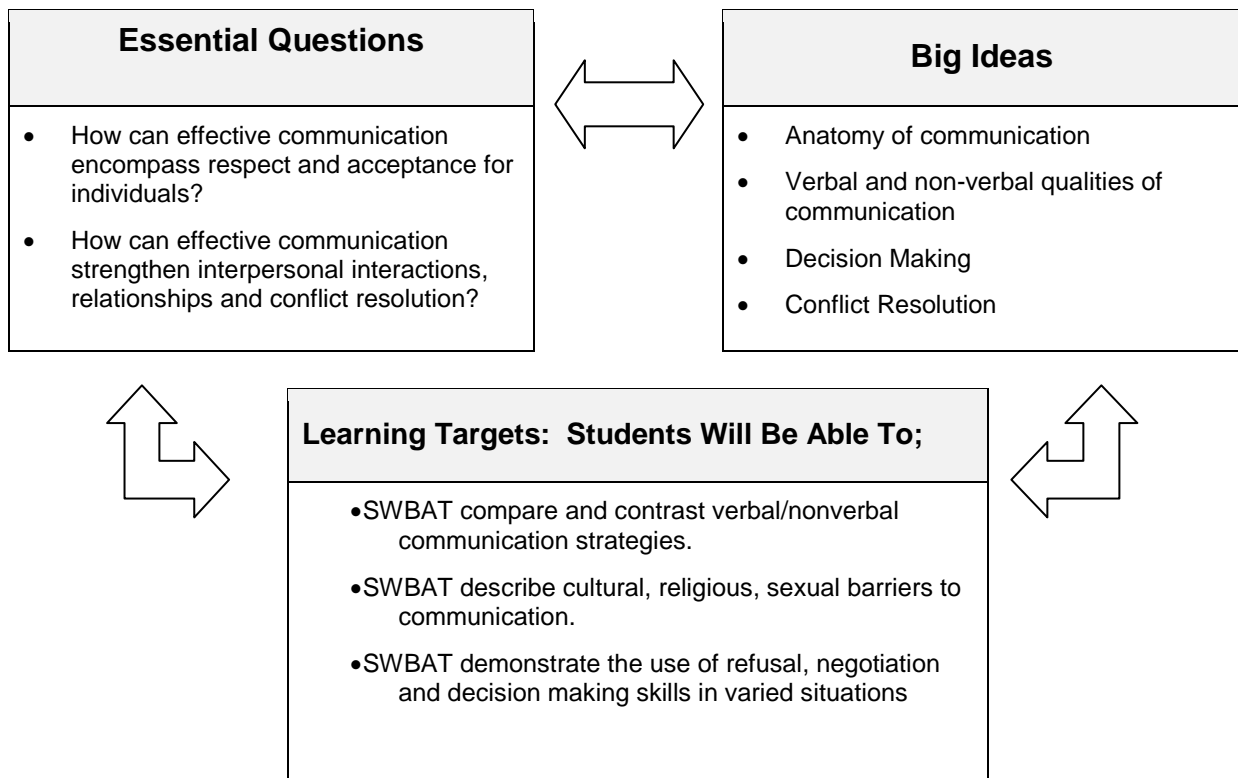
2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.

2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

Grade 7-8 Comprehensive Health

Unit Title	Interpersonal Communication
Time frame	Upon completion of Grade 8
21 st Century Themes	Health Literacy, Creativity and innovation, Critical Thinking and Problem Solving , Communication and Collaboration, Information Literacy.
Interdisciplinary focus and technology integration	Emotional/ developmental growth,(Maslow/Erickson), Integration of technology: projects and information searches. Public Speaking, Tolerance. Critical Thinking.

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Assessment: Discussion, Creation of PSA's, Tests/Quizzes, Informal observations, Group presentations.

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Comprehensive Health and Physical Education

Content Standards

Standard 2.2 **Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy lifestyle.

A. Interpersonal Communication

Effective interpersonal communication needs to encompass respect, acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic status, religion and/ or culture. It is the basis for strengthening interpersonal relations, and interactions as well as conflict resolution

2.2.8.A.1 Compare and contrast verbal and non verbal interpersonal communication strategies in a variety of settings and cultures in varied situations.

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements and conflicts.

2.2.8.A Approaches to Learning

All students will acquire communication concepts and skills to support a healthy, active, lifestyle.

Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion/Review, Quizzes

Teaching Strategies

Use of current media, utilization of current events, group work peer presentations, Question bag.

Resources:

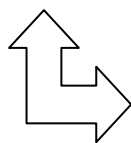
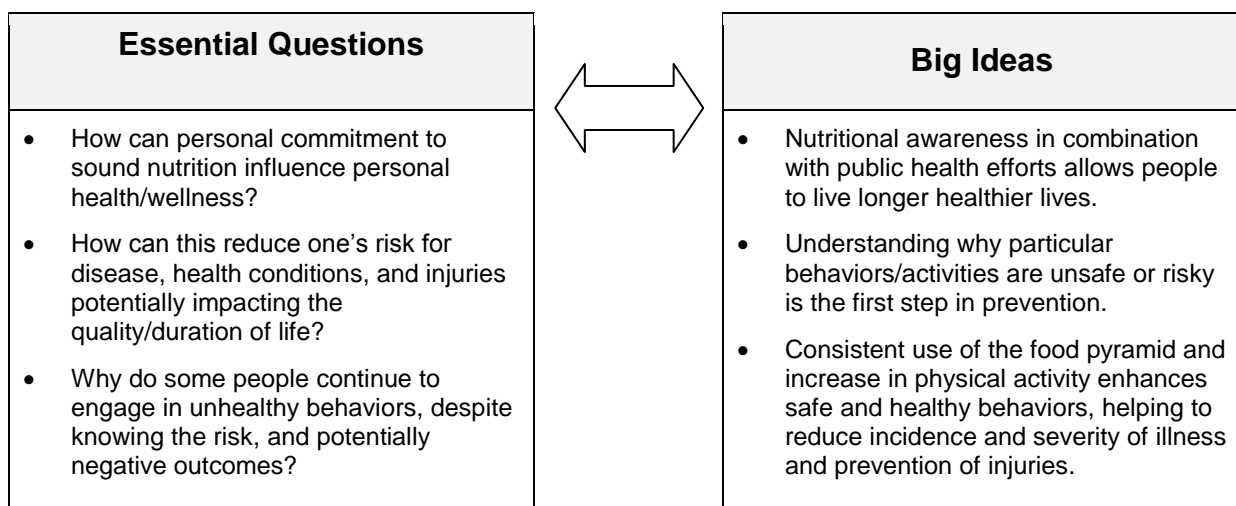
Glencoe Health Series
Current Health 1 & 2

Websites:
www.cdc.gov
www.kidshealth.org

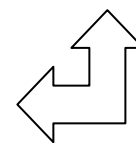
Grades 7-8 Comprehensive Health

Unit Title	Nutrition
Time frame	Upon Completion of Grade 8
21 st Century Themes	Health Literacy, Critical Thinking, Health and Wellness, Disease Prevention
Interdisciplinary focus and technology integration	Physical biologic growth, Emotional developmental growth,(Maslow/Erickson), Integration of technology: projects and information searches.

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Learning Targets:
<ul style="list-style-type: none"> •SWBAT Define the term nutrition. •SWBAT Demonstrate understanding of the food Pyramid. •SWBAT identify strategies to increase intake of healthy foods and combine with activity to facilitate a healthy lifestyle.



Assessment: Discussion, Creation of PSA's, Tests/Quizzes, Response to questions

Differentiation :

- Classroom Discussion
- Creation of PSA's Posters, Brochures
- Group work.
- Use of computers to research materials
- Adjust length of lesson according to student abilities.

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

B. Nutrition

Eating patterns are influenced by a variety of factors

2.1.8.B. Approaches to Learning

All students will acquire health promotion skills to support an active healthy lifestyle.

2.1.8.B.1. Analyze how culture, health status, age and eating environment, influence personal eating patterns. Recommend ways to provide nutritional balance.

2.1.8.B.2. Identify and defend healthy ways for adolescents to lose, gain or maintain weight.

2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.

2.1.8.B.4. Analyze the nutritional values of new products and supplements.

Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion/Review. Quizzes. Question Bag

Teaching Strategies

Use of current articles, Group work, Webbing, Peer Presentations

Resources

Glencoe Health Series

Current Health 1&2

Websites:

USDA.gov

www.cdc.gov

www.who.int/en/

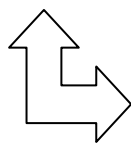
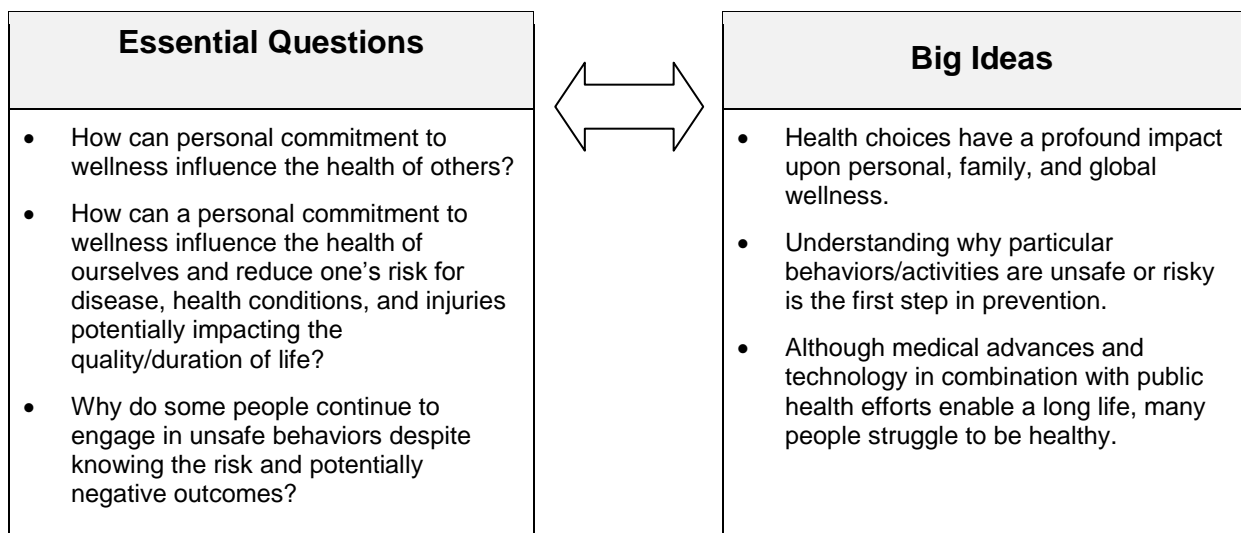
www.kidshealth.org

www.gatesfoundation.org

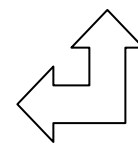
Grade 7-8 Comprehensive Health

Unit Title	Personal Growth and Development
Time frame	Upon Completion of Grade 8
21 st Century Themes	Health literacy, Creativity and Innovation Skills, Critical Thinking, Communication and collaboration, Media Literacy, ICT Literacy
Interdisciplinary focus and technology integration	Physical biologic growth, Emotional/Developmental Growth (Maslow/Erikson), Integration of technology: projects and information searches.

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Learning Targets-students will be able to;
<ul style="list-style-type: none"> •SWBAT analyze local, state, national and international public health efforts to prevent/control diseases/health conditions. •SWBAT assess the degree of risk in various situations •SWBAT identify strategies to reduce intentional and unintentional injuries to self and others.



Assessment: Discussion, Creation of PSA's, Tests/Quizzes, Informal observations.

Differentiation:

- Discussion
- Creation of PSA posters, brochures
- Group work

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Comprehensive Health and Physical Education

Standard 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy lifestyle.

A. Personal Growth and Development

Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviours.

- 2.1.8.A.1 Assess and apply health data to enhance dimensions of personal wellness.
- 2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
- 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.
- 2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

2.1.8 .A. Approaches to Learning

All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Learning Experiences

Projects, Rubrics, Articles, Diagrams, Discussion/ Review. Quizzes.

Teaching Strategies

Use of current articles, Utilizing current events submitted by students, Group work, Peer Presentations.

Resources

Glencoe Health Series
Current Health 1 & 2

Websites:

www.who.int/en/

www.cdc.gov

www.globalhealth.org

www.gatesfoundation.org/global-health/pages/overview.aspx

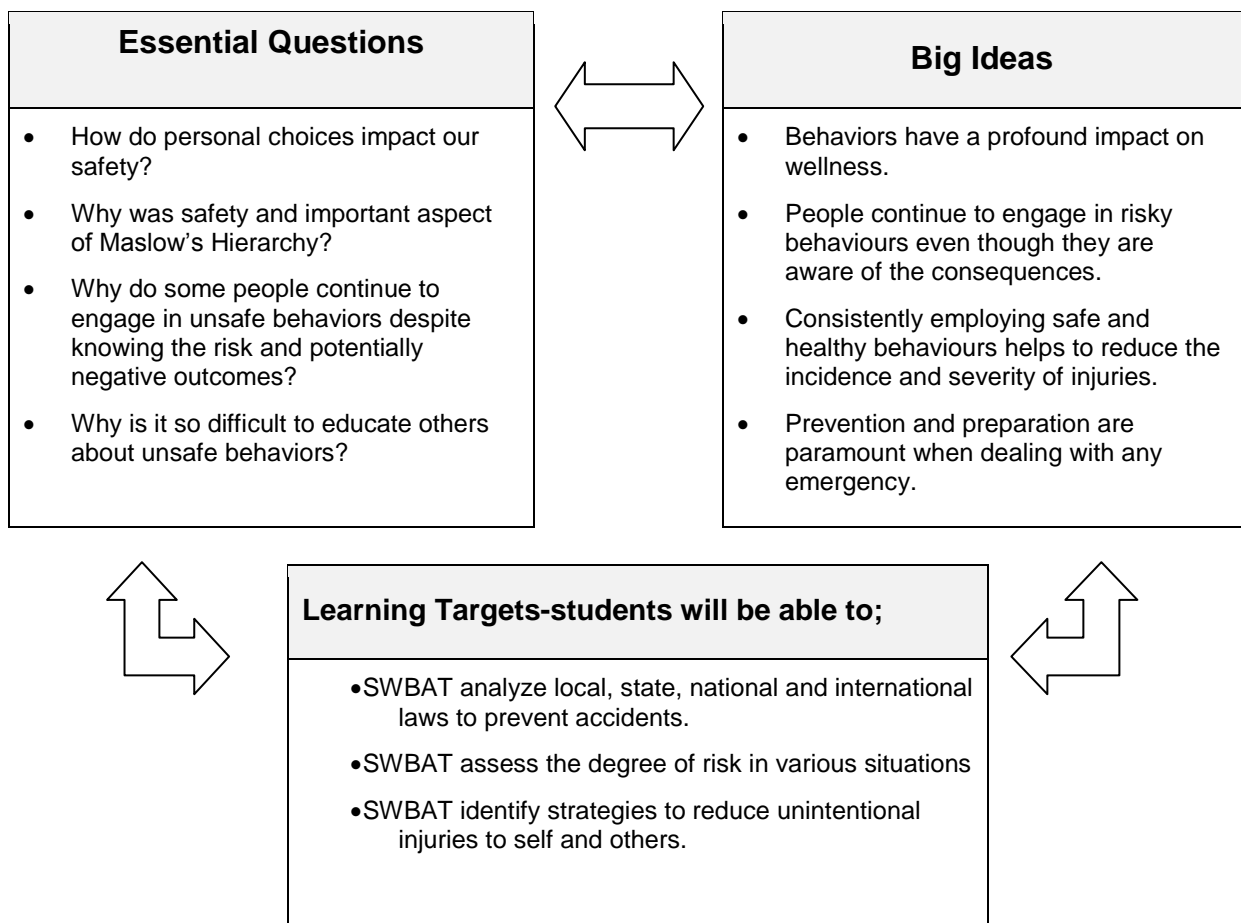
www.clintonfoundation.org

www.unicef.org

Grade 7-8 Comprehensive Health

Unit Title	Safety
Time frame	Upon Completion of Grade 8
21 st Century Themes	Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, ICT 21 st Century Themes
Interdisciplinary focus and technology integration	Integration of technology, first aid standards, natural disaster planning: projects and information searches.

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Assessment: Discussion, Creation of PSA's, Tests/Quizzes, Informal Observations

Differentiation:

- Discussion
- Creation of PSA's / Posters/ Brochures
- Group work

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Comprehensive Health and Physical Education

Standard 2.1 Wellness 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 consequences of non-compliance with the traffic safety system.

2.1.8.D.4 Demonstrate first aid procedures, including victim and situation assessment. Basic life support, the care of head trauma, bleeding, wounds, burns, fractures, shock and poisoning.

Approaches to Learning

Evaluating the potential for injury, prior to engaging in unhealthy/risky behaviors impacts choices.

Learning Experiences

Projects, rubrics, articles, diagrams, discussion, review, quizzes.

Teaching Strategies

Use of current articles, current events, group work, peer presentations, question bag.

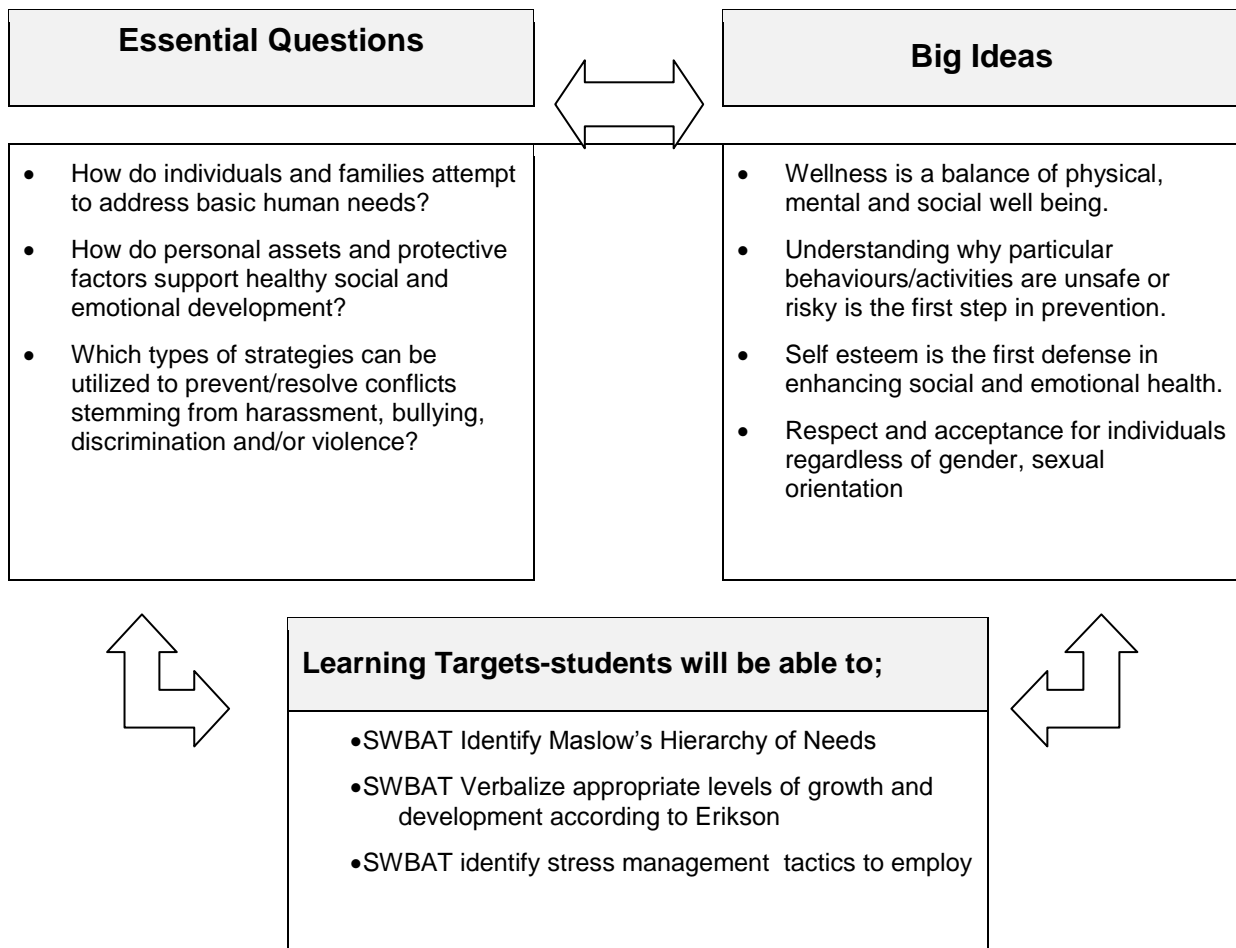
Resources:

www.cdc.gov
www.teenhealth.org
www.webmd.com
Glencoe Teen Health 1 & 2
Current Health 1 & 2

Grade 7-8 Comprehensive Health

Unit Title	Social and Emotional Health
Time frame	Upon completion of Grade 8
21 st Century Themes	Health Literacy, Creativity and innovation, Critical Thinking and Problem Solving , Communication and Collaboration, Information Literacy.
Interdisciplinary focus and technology integration	Physical biologic growth, Emotional developmental growth,(Maslow/Erickson), Integration of technology: projects and information searches.

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed



Assessment: Discussion, Creation of PSA's, Tests/Quizzes, Informal observations.

Differentiation :

How will differentiated instruction be incorporated into the unit?

Discussion, Peer presentation, Posters, PSA's

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Content Standards

Standard 2.1 Wellness:

E. Social and Emotional Health

Social and emotional development impacts all components of wellness

Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.

Stress management skills impact an individual's ability to cope with different types of emotional situations.

Approaches to Learning

2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.

2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

How will this unit contribute to the overall development of subject-specific and general skills?

Learning Experiences:

Assessment of prior knowledge, use of rubrics for projects, PSA's, Articles, Diagrams, Discussion/Review, Quizzes, Question Bag.

Teaching Strategies

Use of current articles, utilizing current events, group work, peer presentations, webbing, use of videos.

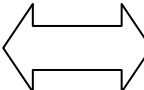
Resources

www.cdc.gov, www.Kidshealth.org, Current Health 1 & 2, Glencoe Health 1 & 2

Grades 7-8th Comprehensive Health

Unit Title	Human Relationships and Sexuality
Time frame	Upon Completion of Grade 8
21 st Century Themes	Health literacy, Civic literacy, Global awareness
Interdisciplinary focus and technology integration	Language arts, technology, science, social studies

Stage 1: Integrate essential questions, big ideas and learning targets, and ensure it can be differentiated and assessed

Essential Questions	↔	Big Ideas
<ul style="list-style-type: none"> • What are changes within a family that can impact family members? • How does the family influence the adult you become? • What are the differences between affection, love, commitment and sexual attraction? • What are the criteria for safe dating situations? • What are reasons for having a professional intervene in relationship? • What is a healthy relationship? • What are some effective strategies to end an unhealthy relationship? • How do hormones, nutrition, the environment, and heredity influence the physical, social, and emotional changes that occur during puberty? • What are the benefits of sexual abstinence? • What are strategies to resist pressures to become sexually active? • What are the different methods of contraception used by adolescents and factors that may influence their use? • What are certain behaviors that place a person one at a greater risk for HIV/AIDS, STIs, and unintended pregnancy? • What is gender identity, sexual 		<ul style="list-style-type: none"> • There many different changes that can occur within a family, both inside and outside influences • There are many factor that affect how you are today and what kind of adult you become. • Affection is a moderate feeling of emotion. Love is a strong affection for, high feeling of emotion. Commitment is an agreement or pledge to do something in the future. Sexual attraction is being attracted to someone in a sexual way. • Safe dating situations are dating in groups, setting limits or only dating someone of the same age • Professional intervention refers to the methods used to offer immediate, short-term help to individuals who experience an event that produces emotional, mental, physical, and behavioral distress or problems • Healthy dating is continuation of boundaries and guidelines established in the family. • Healthy dating is mutual companionship that promotes respect and honor. • Puberty is the process of physical changes by which a child's body becomes an adult body capable of reproduction. • Abstinence simply means not

<p>orientation, and cultural stereotyping?</p> <ul style="list-style-type: none"> • What is the importance of practicing routine healthcare procedures? • What are the signs and symptoms of pregnancy and the methods available to confirm pregnancy? • What are the physical, social, and emotional changes that occur during each stage of pregnancy? • What are effective strategies and resources to assist with parenting? • What are short- and long-term impacts of teen pregnancy? • What is the correlation to prenatal care with the prevention of complications that may occur during pregnancy and childbirth? 		<p>having sex; it means refraining from sexual intercourse</p> <ul style="list-style-type: none"> • Sexual Pressures come from family, friends, school, and the community. • Methods of birth control include hormonal methods such as birth control pill, patch, injection, IUD, and ring. Nonhormonal methods such as condoms, diaphragm, cervical cap, contraceptive sponge, Vaginal Spermicides and withdrawal. • Risky behaviours that increase risk for HIV/AIDS, STIs, and unintended pregnancy include not using a protective form of birth control, having sexual intercourse at a young age, using drugs and alcohol and having multiple sexual partners. • Definition of gender identity, sexual orientation, and cultural stereotyping. • Good healthcare procedures are breast self-examination, testicular examinations, and HPV vaccine. • Stages of labor and childbirth and the adjustment period following birth. • Resources to assist in parenting include, WIC, Planned Parenthood, community programs, government/state aids, and internet resources. • Short and long term impacts of teen pregnancy • Prenatal care is the health care you get while you are pregnant
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Learning Targets-students will be able to;
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify changes within a family. • Learn the different ways family influences the adult you become. • Differentiate between affection, love, commitment and sexual attraction. • Give examples of safe dating situations. • Analyze and evaluate effective strategies to end an unhealthy relationship. • Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty. • Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. • Compare and contrast methods of contraception used by adolescents and factors that

may influence their use.

- Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
- Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
- Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
- Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.
- Determine effective strategies and resources to assist with parenting.
- Predict short- and long-term impacts of teen pregnancy.
- Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

Assessment: Discussion, role-plays, group work, individual work, partner work, Tests/Quizzes, Informal observations,

Differentiation:

Discussion, role-plays, group work, individual work, partner work

Stage 2: Backward planning: from the assessment to the learning activities through inquiry

Comprehensive Health and Physical Education

Standards: 2.4 Human Relationships and Sexuality

2.4.8.A.1 Predict how changes within a family can impact family members

2.4.8. A.2. Explain how the family unit impacts character development

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 same age.

2.4.8. B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

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.

2.4.8. B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.

2.4.8. B.6 Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy

2.4.8.C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth

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.

2.4.8. C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

Teaching Strategies

Use of current articles, Utilizing current events submitted by students, Group work, Peer Presentations.

Resources

Glencoe Health Series
Current Health 1 & 2

Websites:

www.who.int/en/

www.cdc.gov

www.globalhealth.org

www.gatesfoundation.org/global-health/pages/overview.aspx

www.clintonfoundation.org

www.unicef.org