

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



8th grade Health

April 2021

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New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

8th Grade Health

The 8th grade health course reviews the necessary skills and knowledge from 7th grade while preparing students for the challenges that lie ahead. The 8th grade curriculum lays the foundation for students as they embark on a more independent lifestyle while responsible decision making becomes paramount. Following 8th grade, students will be in a new school, in a new environment with new difficulties as they transition into high school. The information, knowledge, and skills acquired from 8th grade health will provide students with the means to make healthy decisions as they face different scenarios while continuing to grow both in and outside of the classroom.

Pacing Guide

Unit Title	# Of Weeks
Nutritional Health	5
Emotional and Mental Health	5
Substance Abuse Prevention	5
Communicable Diseases and Relationships	5

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.8.1 Analyze the relationship between healthy behaviors and personal health.</p> <p>National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.</p> <p>CCSS.ELA-Literacy.SL.8.1.b</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>comprehend concepts related to health promotion and disease prevention to enhance health.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>The food we select has a great impact on our health.</p> <p>Nutrition becomes more important as we gain more independence from our families.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p>How do I know if I am getting enough nutrients? What kind of benefits might I be getting from the foods I eat and do I eat enough nutrient dense foods?</p>
	Acquisition	

<p><u>CCSS.ELA-Literacy.SL.8.4</u> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • <i>the six essential nutrients, the different types of each, their role in disease prevention and positive benefits to a healthy body and mind.</i> • <i>complex vs simple carbohydrates</i> • <i>saturated vs unsaturated fats</i> • <i>complete vs incomplete protein foods</i> • <i>various vitamins and function</i> • <i>various minerals and function</i> • <i>water and function</i> • <i>the connection between food and personal goals(athletics, weight, health, disease prevention)</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • <i>Selecting foods based on each nutrient type.</i> • <i>Identifying imbalances in personal diets.</i> • <i>Identifying health benefits and consequences of selecting particular foods.</i> • <i>Identifying nutrient deficiencies based on an individual's symptoms.</i>
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A M T	Rubric: -Detailed list of foods typically eaten -Compares and contrasts diet with USDA recommendations based on height/weight/age/gender -Provides detailed feedback about observed imbalances and areas needing improvement as well as goals already satisfied.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> <i>G-Complete Diet Self-Evaluations</i> <i>R-Nutritionist</i> <i>A-class/teacher/family</i> <i>S-Student is given a task to evaluate their recorded diet, identifying imbalances through making connections to essential nutrients.</i> <i>P-Evaluation</i> <i>S-Rubric</i>
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by writing a reflection on what was learned.</i>

Stage 3 – Learning Plan

Code M M M	<i>Pre-Assessment</i>	
<p>A,M A A M,T M,A M A M M T,M</p>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> • Students play food group matching game • Students explore essential nutrients through a Q&A assignment • Teacher lecture on essential nutrients • Students practice selecting foods based on nutrients • Students play a review game on essential nutrients • Students analyze scenarios to investigate missing nutrients • Teacher will facilitate a class discussion about making healthy food decisions • Students will engage in a turn and talk on their essential nutrient intake • Students will have a “mini debate” about which essential nutrient is the most important • Students evaluate their own eating habits based on personalized caloric intake recommended by the USDA. 	<p>Progress Monitoring</p> <p>Review of assignments Discussions of Questions and scenarios Monitoring google classroom work in real time Exit Slips / closure questions</p>

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>National Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Advocate for positive mental health as a result of the interrelations between emotional, intellectual, physical, and social health</p>	
	<i>Meaning</i>	
<p>National Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>CCSS.ELA-Literacy.SL.8.1</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Emotions can be manipulated Adaptive thinking can reduce the onset of mental health disorders, Support for mental health concerns is crucial. Students play a pivotal role among their peers regarding mental health to identify mental health problems and also to provide support. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> How do common mental health concerns develop? What skills best support improving mental health? In what ways can mental health impact their life? How does my emotional health impact my intellectual, physical, and social health?
	<i>Acquisition</i>	

<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● emotions develop ● skills that manipulate emotions ● the difference between sadness and depression ● common anxiety disorders ● facts on suicide ● ways to boost self-esteem 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Practicing skills that improve the way they feel ● Identifying anxiety, depression and suicide risk. ● Improving resilience and a growth mindset. ● Advocating for mental health.
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Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
<p>A</p> <p>M,T</p> <p>M,T,A</p>	<p>Further information:</p> <p>Rubric:</p> <p>Factual information for identifying mental health concerns.</p> <p>Promotes skills that protect mental health</p> <p>Promotes and includes resources for support.</p> <p>Is creative and inviting to read.</p>	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand evidence of...</i></p> <p>GRASPS</p> <p>Goal-To advocate for mental health</p> <p>R-Public health official</p> <p>A-class/teacher</p> <p>S- Provide an educational guide that promotes mental health and can be used to help improve the mental health of those in need.</p> <p>P-Brochure</p> <p>S-Rubric</p>
		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by writing a reflection on what was learned.</i></p>

Stage 3 – Learning Plan

Code	Pre-Assessment	
M M M	<ul style="list-style-type: none"> - Self reflection - Pre-quiz - Class Discussion 	
A M,A A, M M M,T A A A M A A M,T M T,M	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> • Students watch video on emotions • Teacher leads discussion on emotions • Students role-play identifying adaptive & maladaptive thinking as the student audience identifies them. • Students analyzing scenarios for strategizing adaptive thinking • Students reflect on personal adaptive & maladaptive strengths/weaknesses • Scavenger hunt on depression and anxiety • Teacher reviews depression vs sadness and anxiety disorders • Students watch video(s) on anxiety. • Students categorize scenarios under disorders • Students research facts on suicide. • Teachers reviews myths and facts pertaining to suicide. • Students identify suicidal warning signs in scenarios • Categorizing myths & facts on suicide. • Practicing adaptive thinking 	<p>Progress Monitoring</p> <p>Class assignments</p> <p>Discussion</p> <p>Student feedback</p> <p>Review games/quizzes</p>

Stage 1 Desired Results		
<p>National Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.</p> <p>National Health Education Standard 8:</p> <p>Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p>8.8.2 Demonstrate how to influence and support others to make positive health choices.</p> <p>CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>influence and support others to make positive health choices.</p>	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Mental health plays a vital role in risk regarding substance abuse • Substance abuse begins as a choice, but may become a disease where individuals need support. • It is important to build on protective factors that lower risk of first use and addiction. • All drugs can lead to addiction. • A person who never starts does not ever have to worry about quitting. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What do I need to know and how can I be better prepared to make decisions involving drugs? • Why might someone start drug use in the first place? • What are good protective factors to help avoid drug use? • What are safe and enjoyable alternatives to drug use?
Acquisition		

<p><u>CCSS.ELA-Literacy.SL.8.5</u> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Drugs impair brain function. • The science and process of addiction. • Categories of drugs • Side-effects of drugs • The misuse/abuse of medicine and side effects as well as the relationship to opioids/heroin • Helpful strategies to resist pressure 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Advocating against drug abuse and resisting peer pressure situations. • Identifying specific harm/consequences of common drugs • Resisting peer pressure
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
M A T	Rubric: Explains science of addiction Accurately summarizes harmful effects of drug use. Clearly persuades readers to consider a drug free lifestyle.	GRASPS Goal-To advocate against substance abuse. R-Peer Leader A-Peers/Teacher S- Write a response letter to someone who is trying to convince use to use and abuse drugs P-Letter S-Rubric
A M A T	Rubric: Creative and eye catching Includes drug free activities in the local community Includes factual information on common drugs Uses persuasive language	Goal-To advocate against substance abuse and promote a drug free lifestyle R-Public health specialist A-Peers/Teacher S- Create a brochure that educates the community about the consequences of drug use and also promotes drug free activities. P-six- sided brochure S-Rubric
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by writing a reflection about what was learned.</i>

Stage 3 – Learning Plan

Code	Pre-Assessment	
M T	Pre-quiz Class discussion/feedback on prior knowledge	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> • Students explore the brain making connections to substance abuse/matching activities • Students read information and watch videos on addiction. • Teacher discussion on risk and protective factors as students evaluate and write a reflection on themselves regarding these factors • A speaker is invited to share personal experience with addiction either as a substance abuse counselor or other person fit for the topic. • Teacher leads debate RX vs OTC drugs • Students explore ATOD's effects through videos, articles, and slide shows. • Students research ATOD statistics and consequences. • Students create a project advocating against substance abuse • Students utilize resistance skills in a roleplay. 	<p>Progress Monitoring</p> <p>Quizzes Feedback on scenarios Class discussion Class game review</p>
T,A	<ul style="list-style-type: none"> • Students explore the brain making connections to substance abuse/matching activities 	
A	<ul style="list-style-type: none"> • Students read information and watch videos on addiction. 	
A,M	<ul style="list-style-type: none"> • Teacher discussion on risk and protective factors as students evaluate and write a reflection on themselves regarding these factors 	
M,A	<ul style="list-style-type: none"> • A speaker is invited to share personal experience with addiction either as a substance abuse counselor or other person fit for the topic. 	
A	<ul style="list-style-type: none"> • Teacher leads debate RX vs OTC drugs 	
M,A	<ul style="list-style-type: none"> • Students explore ATOD's effects through videos, articles, and slide shows. 	
M,A	<ul style="list-style-type: none"> • Students research ATOD statistics and consequences. 	
T,M	<ul style="list-style-type: none"> • Students create a project advocating against substance abuse 	
T	<ul style="list-style-type: none"> • Students utilize resistance skills in a roleplay. 	

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>National Health Education Standard 1:</p> <p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.</p> <p>National Health Education Standard 7:</p> <p>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>CCSS.ELA-Literacy.SL.8.1.a</p> <p>Come to discussions prepared, having read or researched</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Formulate healthy practices and behaviors that will maintain or improve the health of self and others.</p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Strong emotions don't equal love • Relationships with red flags usually do not improve • Sex is a huge responsibility • Consent must be given and never assumed • STD's/STI's are very common • There are many reasons to consider abstinence 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What do I need to know to develop safe and healthy relationships? • What are the reasons why people choose to maintain abstinence? • How might intimate relationships shape who we are as people?
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p>material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>CCSS.ELA-Literacy.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<ul style="list-style-type: none"> ● Red flags for abuse ● Infatuation vs Love ● Signs and benefits of a healthy relationship ● Reasons people choose abstinence ● Signs, symptoms, routes of transmission, statistics, and ways to prevent STDs/STIs and HIV ● The risk level for acquiring HIV 	<ul style="list-style-type: none"> ● Maintaining healthy relationships ● Avoiding abusive relationships ● Identifying STDs ● Advocating for abstinence
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A M, T M, T	Rubric: Is visually appealing Clearly informs reader Promotes abstinence	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i> G- To increase awareness of making healthy decisions in relationships. R- Working for a local counseling center to improve decision making among teens. A- Teens S- The center is seeing an increase in relationship related problems including STDs. P- A brochure that shows knowledge of STDs, Love/Infatuation, healthy relationships and reasons for maintaining abstinence. S-Rubric
		OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by writing a reflection on what was learned.</i>

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M M	<i>Class questionnaire on relationships</i> <i>Pre-quiz on communicable diseases</i>	
 A A M A M,T A,M T A M A T,M	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <ul style="list-style-type: none"> ● Students pair share preferred qualities of relationships ● Teacher reviews love vs infatuation ● Students identify love vs infatuation in scenarios ● Teacher reviews types of relationship abuse ● Students evaluate scenarios for red flags after teacher reviews types of relationships ● Students explore reasons for abstinence ● Students advocate for healthy relationships and abstinence ● Students research communicable diseases ● Students evaluate scenarios for signs & symptoms of STDs/STIs ● Students explore information on HIV ● Students rate HIV risk in different behaviors 	<p>Progress Monitoring</p> <p>Quizzes Feedback on scenarios Class discussion Class game review</p>

