BOGOTA PUBLIC SCHOOLS
Bogota, New Jersey

Health

Grade 8

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Every student is required to take the health class offering for his/her grade level one of the marking periods during the year. Upon successful completion of the health education course the student will receive credit for the five days a week attendance.

**Understandings- Students will understand that:**

The purpose of this course is to offer a clear understanding of the natural process of the body, facts about reproduction and sexuality and provide them with a variety of skills necessary to make informed choices. Students will also be educated on how to avoid sexually transmitted diseases that endanger ones health as well as their partners. Addressing reproduction/sexuality in an appropriate and factual fashion leads to knowledgeable young adults which increase the likelihood of students making healthy choices.

Grade 8 standards are on the following pages define what students should understand and be able to perform by the end of grade 8.

**2.4 Human Relations and Sexuality:**

All students will learn the physical, emotional and social aspects of human relationships and sexuality and apply these concepts to (a) relationships (b) sexuality (c) pregnancy and parenting.

**Content:** The values acquired from family, culture, personal experiences, and friends impact all types of relationships.

2.4.8. A.4 Differentiate between affection, love, commitment, and sexual attraction

2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only someone of the same age.

2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships

2.4.8.A.5 Determine when a relationship is unhealthy and explain effective to strategies to end the relationship

**Content: Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.**

2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment and hereditary on the physical, social, and emotional changes that occur during puberty
Content: Responsible actions regarding sexual behavior impact the health of oneself and others

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, STI’s and unintended pregnancy.

Content: Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.

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

Content: Early detection strategies assist in the prevention and treatment of illness or disease.

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

Content: Pregnancy, childbirth, and parenthood and significant events that cause numerous changes in one’s life the lives of others.

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

2.4.8.C.2 Distinguished physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor, and childbirth an adjusted 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 parental care with the prevention of complication that may occur during pregnancy and childbirth.
COURSE OUTLINE:
The following curriculum areas and instructional activities should be utilized during the course of study:

<table>
<thead>
<tr>
<th>Human Relationships and Sexuality:</th>
<th>Suggested Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationships:</strong></td>
<td></td>
</tr>
<tr>
<td>2.4.8.A.3, 2.4.8.A.4, 2.4.8.4, 2.4.A.8.5, 2.4.8.A.6</td>
<td></td>
</tr>
<tr>
<td>- Healthy decision making</td>
<td>Pose essential questions at the start and end of lesson.</td>
</tr>
<tr>
<td>- Relationships- healthy and abusive</td>
<td>- Pre Test for each section of course</td>
</tr>
<tr>
<td><strong>Sexuality:</strong></td>
<td>- Teach vocabulary and terminology</td>
</tr>
<tr>
<td>2.4.8.B.1, 2.4.8.B.2, 2.4.8.B.3, 2.4.8.B.4, 2.4.8.B.5, 2.4.8.B.6</td>
<td>- Changes boys and girls go through during puberty.</td>
</tr>
<tr>
<td>- Human sexuality/what does sexuality mean to you</td>
<td>- Who am I worksheet</td>
</tr>
<tr>
<td>- Puberty</td>
<td>- Class discussion puberty quiz</td>
</tr>
<tr>
<td>- Female reproductive system</td>
<td>- <strong>Female reproductive system:</strong> ovaries, fallopian tubes, uterus, cervix, ovum, menstrual cycle, hormones, endometrium, fertilization, breasts.</td>
</tr>
<tr>
<td>- Menstrual cycle</td>
<td>- Menstrual cycle and path of the egg</td>
</tr>
<tr>
<td>- Male Reproductive system</td>
<td>- How to check breasts for lumps-instructional hand out and discuss breast cancer and check ups</td>
</tr>
<tr>
<td>- STD’s/HIV</td>
<td>- <strong>Pregnancy:</strong> obstetrician, trimesters, ultrasound, labor, complications in birth- stillbirth cesarean, premature birth, low birth weight. Zygote, embryo, amniotic sac, placenta, umbilical cord, fetus.</td>
</tr>
<tr>
<td>- Abstinence</td>
<td>- Prentice Hall Health book- page 488-491 (development before birth and development in the uterus) Page 492-496 (How to maintain a healthy pregnancy) – answer questions at end of each section.</td>
</tr>
<tr>
<td>- Contraceptives</td>
<td>- Worksheet- Stages of embryonic and fetal development. Label each month</td>
</tr>
<tr>
<td><strong>Pregnancy and Parenting:</strong></td>
<td>- <strong>Male Reproductive System:</strong> penis, scrotum, urethra, testes, prostate gland, cowpers gland, seminal vesicles, circumcision, semen, ejaculation, sperm cells, foreskin, erection</td>
</tr>
<tr>
<td>2.4.8.C.1, 2.4.8.C.2, 2.4.8.C.3, 2.4.8.C.4, 2.4.8.C.5</td>
<td>- Discuss and use diagram to show path</td>
</tr>
<tr>
<td>- Stages of pregnancy</td>
<td></td>
</tr>
<tr>
<td>- How to maintain a healthy pregnancy</td>
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<tr>
<td>- Stages of labor</td>
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</tbody>
</table>
of sperm- students will trace on their labeled worksheet.

- Discuss how to keep the reproduction system healthy
- How to perform testicular exam worksheet.
- Prentice Hall Textbook- Pages 464-468, answer questions at the end of each section.
- By use of power point, review vocabulary and diagrams
- Students will keep an organized notebook with a folder for handouts
- Notebook checks will be done once a week.
- Students will get diagrams with word banks and fill in the blanks of the reproductive system.
- **Video:** Human Reproduction and childbirth and In the Womb
- **Sexually Transmitted Diseases:** pathogen, bacteria, parasite, safe sex, abstinence, clinic, chlamydia, genital herpes, syphilis, gonorrhea, genital warts, HBV
- Prevention and transmission of STD’s
- Students will make an organized chart consisting of each STD (what it is, how many get it, symptoms, how its spread, treatment and possible consequences.
- Fact or Fiction card game- Exploring sexual issues with teens.
- STD Facts worksheet
- Sexuality Alphabet Taxonomy worksheet
- Class experiment- How quickly one can contract an STD
- Just the facts- power point presentation
- Videos- understanding HIV and AIDS
- Healthy vs. unhealthy or abusive relationships
- How do you know if you are ready? Worksheet
- Videos- Am I Ready? Making healthy sexual decisions, I should have waited.
• Discuss non-sexual needs that influence teen’s sexual decisions.
• **Contraceptives:** Abstinence, male and female condom, diaphragm, cervical cap, birth control pill, nuva ring, implantation, depo provera, IUD, sterilization, Plan B
• Using power point with definitions and visual aid to teach about contraceptives.
• Read- Todays Contraceptives pamphlet.
• Research group work- groups will complete a chart of the specific method of birth control, key advantages, possible problems and effectiveness.
• Contraceptive match-up worksheet.
• After each section a test will be given on all material learned.
• STD Research project- students will actually teach class about the STD that was chosen for their group (including signs and symptoms, short and long term effects, how is it diagnosed, can it be treated and how. Visual Aid is required.
• Guest Speaker form Straight Talk- Interactive presentation

21st Century Life Career & Skills:
INSTRUCTIONAL STRATEGIES

Strategies to Accommodate Gifted and Talented Students

- Pair Gifted & Talented students with other students to spark dialogue and diverse viewpoints
- Request Gifted & Talented students to model and verbalize processes used to perform creative problem solving.
- Vary instructional groupings
- Invoke real life problems that students can identify with.
- Explore curriculum objectives in greater depth.
- Provide ample examples.
- Invoke technological resources.
- Invoke multi-media resources

Strategies to Accommodate English Language Learners

- Provide additional instructions.
- Extend time for assignment completion.
- Shorten assignments
- Read directions to students as needed
- Note taking assistance
- Reading strategies (peer, guided, small group)
- Provide outlines
- Provide repeated reviews and drills using varied teaching strategies.
- Increase verbal response time/opportunity to respond orally.
- Encourage student to verbalize steps needed to complete task to check understanding.
- Have the students do hands-on activities.
- Vary instructional grouping (individual, pair and small groups)
- Model and verbalize processes used to solve problems
- Pair ELL students with bilingual speakers.
- Model and verbalize processes used to solve problems
- Role-play
- Use visual aid such as diagrams and charts
Suggested activities to differentiate instruction:

- Incorporate flashcards, outlines for notes and review guides
- Use different tactile materials for activities
- Use power point presentations to engage learners
- Model appropriate behavior
- Demonstrate what is expected
- Break problems into smaller parts
- Tell the students what is expected before the task is given
- Make sure the student is focused on the task at hand
- Give multiple completion options for assignments
- Use partners and small groups

MATERIALS/ENVIRONMENT

- Use in class assignments
- Students will keep and up to date and eligible notebook
- Use power point presentations for each unit
- Underline key words/phrases in directions for class work and projects
- Use hands-on equipment for concrete development.

ASSESSMENTS

- Tests 50%
- Classwork 10%
- Participation 10%
- Project 30%
- Modified Tests
- Allow modifications for time
- Read test directions to students as needed
- Grade on effort, participation and improvement
# Program Modifications & Adaptations

## Modifications/Adaptations for General Education & Special Education Classes

This list represents possible accommodation and modifications for students with special needs. Please refer to individual IEPs for student specific accommodations and modifications.

### Environment:
- [ ] Preferential Seating
- [ ] Clear Work Area
- [ ] Other (specify)

### Material/Books/Equipment:
- [ ] Alternate Text
- [ ] Consumable Workbooks
- [ ] Modified Worksheets
- [ ] Calculator
- [ ] Tape Recorder
- [ ] Supplementary Visuals
- [ ] Large Print Text
- [ ] Manipulatives
- [ ] Spell Check
- [ ] Access to computer
- [ ] Assistive Device: (specify) ___________________________

### Instructional Strategies:
- [ ] Check Work in Progress
- [ ] Immediate Feedback
- [ ] Pre-teach Content
- [ ] Extra Drill/Practice
- [ ] Review Sessions
- [ ] Have Student Restate Info
- [ ] Review Directions
- [ ] Use Manipulatives
- [ ] Provide Lecture Notes/Outline
- [ ] Assign Study Partner
- [ ] Monitor Assignments
- [ ] Computer Assisted Instruction
- [ ] Repeat Instructions
- [ ] Multi-Sensory Approach
- [ ] Oral Reminders
- [ ] Display Key Vocab
- [ ] Visual Reinforcement
- [ ] Visual Reminders
- [ ] Mimed Clues/Gestures
- [ ] Concrete Examples
- [ ] Manipulatives
- [ ] Use Mnemonics
- [ ] Personalized Examples
- [ ] Number Line
- [ ] Use Vocab Word Bank
- [ ] Support Auditory Presentations with Visuals
- [ ] Other: (specify) ___________________________

### Organization:
- [ ] Provide Study Outlines
- [ ] Desktop List of Tasks
- [ ] List Sequential Steps
- [ ] Post Routines
- [ ] Post Assignments
- [ ] Give One Paper at a Time
- [ ] Folders to Hold Work
- [ ] Pencil Box for Tools
- [ ] Pocket Folder for Work
- [ ] Assignment Pad
- [ ] Daily Assignment List
- [ ] Daily Homework List
- [ ] Worksheet Format
- [ ] Extra Space for Work
- [ ] Assign Partner
- [ ] Assistive Device: ___________________________

### Tests/Quizzes/Time:
- [ ] Prior Notice of Test
- [ ] Preview Test Procedures
- [ ] Test Study Guides
- [ ] Simplify Test Wording
- [ ] Oral Testing
- [ ] Shortened Tasks
- [ ] Limited Multiple Choice
- [ ] Hands-on Projects
- [ ] Reduced Reading
- [ ] Alternative Tests
- [ ] Objective Tests
- [ ] Extra Credit Options
- [ ] Extra Time-Written Work
- [ ] Extra Time-Tests
- [ ] Extra Time-Projects
- [ ] Extra Response Time
- [ ] Modified Tests
- [ ] Test Read
- [ ] Pace Long Term Projects
- [ ] On Computer
- [ ] Rephrase Test Questions/Directions
- [ ] Other: ___________________________

### Grading:
- [ ] No Spelling Penalty
- [ ] No Handwriting Penalty
- [ ] Grade Effort + Work
- [ ] Grade Improvement
- [ ] Course Credit
- [ ] Base Grade on IEP
- [ ] Base Grade on Ability
- [ ] Modify Grades
- [ ] Pass/Fail
- [ ] Audit Course
- [ ] Other: (specify) ___________________________

### Behavior Management/Support:
- [ ] Daily Feedback to Student
- [ ] Chart Progress
- [ ] Behavior Contract
- [ ] Positive Reinforcement
- [ ] Collect Baseline Data
- [ ] Parent/Guardian Sign Homework
- [ ] Set/Post Class Rules
- [ ] Parent sign Behavior Chart
- [ ] Cue Expected Behavior
- [ ] Structure Transitions
- [ ] Break Between Tasks
- [ ] Proximity/Touch Control
- [ ] Contingency Plan
- [ ] Time Out from Positive Reinforcement
- [ ] Other: (specify) ___________________________
Health Grade 8

PROFICIENCY LEVELS

This curriculum is appropriate for all students in grade 8

METHODS OF ASSESSMENT

Student progress and achievements are assessed through a variety of formal methods of assessment that include, but are not limited to, the following:

- **Formal**
  1. Teacher-created tests and worksheets
  2. Worksheets from publishers
  3. Quizzes
  4. Class Project
  5. Class work
  6. Assessment checklist

- **Informal**
  1. Students use vocabulary in their speaking
  2. Class participation
  3. Cooperative group work
  4. Reading, writing, listening and speaking activities
  5. Teacher observation
  6. Question, answer and discussion

- **Teacher/Curriculum Assessment**

  This is a living document. Teachers are encouraged to make suggestions for improving and changing the curriculum to the Director of Curriculum on an ongoing basis.
RESOURCES

- **Guest Speakers**
  
  Teachers are encouraged to contact community groups, parents and organizations to obtain speakers to enhance the curriculum with the approval of the administration.

- **Technology**
  
  Students shall use computers for independent review, research, and enrichment. Teachers shall also use appropriate technology to enhance their lessons.

**Supplies and Materials**

- Notebooks
- Technology – computer, internet, digital projector
- DVD player
- Use of power point presentations
- Textbooks- Prentice Hall Health Book

**Supplemental Material**

- Pamphlets- HEALTH EDCO
  1. Female Reproduction
  2. Male Reproduction
  3. Sexually Transmitted Diseases
  4. Today’s Contraceptives
  5. HIV/AIDS
- Google.com
- KidsHealth.com
- Pecentral.com
- www.cdc.gov
• METHODOLOGIES

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the curriculum may be implemented and facilitated:

• Whole class instruction
• Small group instruction
• Guided reading in content area
• Cooperative learning groups
• Group projects
• Individual assignments

ENRICHMENT ACTIVITIES

Students will be provided with many enrichment learning activities through the year. The following are suggestions, not limitations:

• Guest Speakers
• Projects
• Reflection on videos

PROFESSIONAL DEVELOPMENT

Teachers shall continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

INTERDISCIPLINARY INSTRUCTION

The above curriculum has numerous possibilities for interdisciplinary connections. These content areas can be connected with Visual and Performing Arts, comprehensive Health and Physical Education, Mathematics, Social Studies and Technology and Career Education.
Scope and Sequence

The following is an outline of the course content that will be covered during the school year. The scope and sequence is based on a marking period. Each unit consists of approximately two weeks.

Marking Period of Sexual Education Grade 8

- Rules and guidelines for course
- Sexuality
- Puberty
- Female reproductive system
- Menstrual cycle
- Stages of pregnancy/Labor
- Male reproductive system
- Sexually transmitted diseases
- Abstinence
- Contraception

Benchmarks

Each of the units will be assessed after completion. A cumulative exam is administered at the end of the marking period.