

**New Paltz Central School District**  
**Health Education**  
**8<sup>th</sup> Grade**

Time	Essential Questions/Content	Skills	Assessments
Ongoing	<ul style="list-style-type: none"> <li>• How can I critically analyze and apply health content knowledge to solve problems in my life as well as my local and global community?</li> <li>• How would my life and the lives of the people around me change if...? How would I be able to alleviate the new problems encountered because of my previous decision?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and demonstrate collaboration strategies</li> <li>• Identify and demonstrate problem solving strategies for current and future situations that impact health</li> </ul>	
September (2 weeks)	<p><b><u>Unit 1: Manners and Social Etiquette</u></b></p> <ul style="list-style-type: none"> <li>• What are the benefits of using manners in social, family, and school settings?</li> <li>• What do manners show other people about you?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Phone etiquette</li> <li>• Manners with peers, family, and within school</li> <li>• Dining manners</li> <li>• The benefits of using manners compared to not</li> <li>• Greetings and exits</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respectful manners in social, family, and school settings</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Behavior checks with conversations</li> <li>• Greetings upon entering a room</li> <li>• Role play (e.g., leaving phone messages with accurate, important information)</li> </ul>
September – October (4-6 weeks)	<p><b><u>Unit 2: Drugs/Chemical Substances</u></b></p> <ul style="list-style-type: none"> <li>• What is the difference between use, misuse, and abuse of drugs?</li> <li>• What are the dangers of using and abusing drugs and alcohol?</li> <li>• How can I avoid these substances?</li> <li>• How can I keep myself and others safe from their harmful effects?</li> <li>• How, where, and when is it time to obtain help for either myself or another person who is using drugs/alcohol?</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• Drug use vs. drug misuse vs. drug abuse</li> <li>• Drug classification categories</li> <li>• Drug effects               <ul style="list-style-type: none"> <li>○ Short term</li> <li>○ Long term</li> </ul> </li> <li>• Stages of addiction</li> <li>• Treatment options</li> <li>• Media influences</li> <li>• Social and legal responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Identify resources for help with drug/alcohol problems</li> <li>• Identify media influences on personal decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzes/tests</li> <li>• List of potential resources</li> <li>• PowerPoint presentation on a drug category</li> </ul>

**New Paltz Central School District**  
**Health Education**  
**8<sup>th</sup> Grade**

<b>Time</b>	<b>Essential Questions/Content</b>	<b>Skills</b>	<b>Assessments</b>
<b>November (2 weeks)</b>	<p><b><u>Unit 3: Mental and Emotional Health</u></b></p> <ul style="list-style-type: none"> <li>• Suicide               <ul style="list-style-type: none"> <li>○ Reasons for thought</li> <li>○ Signs and symptoms of attempts</li> <li>○ Treatment/help</li> </ul> </li> <li>• Death and dying               <ul style="list-style-type: none"> <li>○ The family cycle</li> <li>○ Grieving: healthy vs. unhealthy</li> <li>○ Moving on</li> </ul> </li> </ul>		
<b>November - December (4-5 weeks)</b>	<p><b><u>Unit 4: HIV/AIDS</u></b></p> <ul style="list-style-type: none"> <li>• What is HIV/AIDS?</li> <li>• How can I keep myself safe from HIV/AIDS?</li> <li>-----</li> <li>• Review HIV material from 7<sup>th</sup> grade</li> <li>• Social impact of the disease in this country and globally</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate refusal skills</li> <li>• Demonstrate communication skills</li> <li>• Choose, assess, and/or adjust personal health plan in order to remain safe</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of AIDS Quilt field trip (Albany, NY)</li> <li>• Response to movie – “And the Band Played On”               <ul style="list-style-type: none"> <li>○ Movie review</li> <li>○ Interview</li> <li>○ Children’s book on HIV in the US</li> </ul> </li> </ul>
<b>January- February (4-5 weeks)</b>	<p><b><u>Unit 5: Chronic and Communicable Diseases</u></b></p> <ul style="list-style-type: none"> <li>• What are the characteristics, differences, and commonalities of chronic and communicable diseases?</li> <li>• How can you compare and contrast the top 5 causes of death in the United States from present day to 100 years ago?</li> <li>• What are the common chronic and common communicable diseases that affect people in the United States today?</li> <li>• What are the signs and symptoms, warning signs, and treatments for these common diseases?</li> <li>• What are steps an individual can take to lessen his/her risk of developing a chronic or communicable disease?</li> <li>-----</li> <li>• Characteristics of chronic and communicable diseases</li> <li>• Disease trends within the last 100 years</li> </ul>	<p>Common Core Literary Standards</p> <ul style="list-style-type: none"> <li>• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>• Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-survey</li> <li>• Informal assessments (daily)</li> <li>• Cereal box project/rubric</li> <li>• Quizzes</li> <li>• Unit assessment</li> </ul>

**New Paltz Central School District**  
**Health Education**  
**8<sup>th</sup> Grade**

<b>Time</b>	<b>Essential Questions/Content</b>	<b>Skills</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• Common chronic diseases (cancer, diabetes, heart disease/heart attack, asthma)               <ul style="list-style-type: none"> <li>○ Definitions/descriptions</li> <li>○ Signs and symptoms</li> <li>○ Prevention</li> <li>○ Treatments</li> </ul> </li> <li>• Common communicable diseases (influenza, common cold, Lyme disease)               <ul style="list-style-type: none"> <li>○ Definitions/descriptions</li> <li>○ Signs and symptoms</li> <li>○ Prevention</li> <li>○ Treatments</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> <li>• Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</li> <li>• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</li> <li>• Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</li> <li>• Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</li> <li>• Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> <li>• Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul> <p>Health Standards</p> <ul style="list-style-type: none"> <li>• Understand human growth and development and recognize the relationship between behaviors and healthy development. Understand ways to promote health and prevent disease and demonstrate and practice positive health behaviors.</li> </ul>	

**New Paltz Central School District**  
**Health Education**  
**8<sup>th</sup> Grade**

Time	Essential Questions/Content	Skills	Assessments
		<ul style="list-style-type: none"> <li>• Understand the influence of culture, media, and technology in making decisions about personal and community health issues. Know about and use valid health information, products, and services. Advocate for healthy families and communities.</li> </ul>	
<b>March</b> <b>(3 weeks)</b>	<p><b><u>Unit 6: Relationships</u></b></p> <ul style="list-style-type: none"> <li>• What makes a healthy relationship?</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Being a friend to yourself</li> <li>• Making friends</li> <li>• Family relationships</li> <li>• Friends/peers</li> <li>• Dating relationships               <ul style="list-style-type: none"> <li>○ Verbal abuse</li> <li>○ Sexual assault</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate communication skills</li> <li>• Demonstrate refusal skills</li> </ul>	
<b>April –</b> <b>May</b> <b>(6-8 weeks)</b>	<p><b><u>Unit 7: Reproductive Health</u></b></p> <ul style="list-style-type: none"> <li>• How can I make responsible, knowledge based decisions for myself and others?</li> <li>• How do my decisions affect others?</li> <li>• How do I keep to my decisions in the face of pressures from others and the media?</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Sexual anatomy</li> <li>• Diseases</li> <li>• Abstinence</li> <li>• Contraception</li> <li>• Pregnancy</li> <li>• Personal values and decision making</li> <li>• Sex in the media</li> <li>• Sexual offenses               <ul style="list-style-type: none"> <li>○ Assault</li> <li>○ Rape</li> </ul> </li> </ul>		