Englewood Public School District
Comprehensive Health
Grade 8

Unit: Culture, Communication, and Community Wellness

Overview: In this unit students will investigate how culture impacts communication and various aspects of wellness. Strategies to support stress management, mental health, and individuals with disabilities will be explored through the lens of different cultures. Ways to prevent and treat injuries will also be covered.

Time Frame: One Marking Period

Enduring Understandings:
Social and emotional development impacts all components of wellness.
Stress management skills impact an individual's ability to cope with different types of emotional situations.
The prevention and control of diseases and health conditions are affected by many factors.
Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.
Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.

Essential Questions:
How does culture influence communication?
How can I recognize and manage stress and stressors?
How can we create an inclusive community?
How can injury be avoided?

Standards	Topics and Objectives	Activities	Resources	Assessments
Comprehensive Health 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. 2.2.8.A.2 Demonstrate the use of refusal, negotiation,	**Topics** Communication and Culture Stress Management Mental Illness Disabilities	Students will be in heterogeneous, culturally diverse groups (3-4 students). Students will first need to research communication norms of different cultures. Each student will identify and share clips of interpersonal	Teen Health, Chapters 6 & 7, pp.106-148, Glencoe, 2014 Activities: Diversity Activities for Youth and Adults: http://extension.psu.edu/4-h/members/projects-resources/diversity/diversity activities.pdf	**Formative Assessments:** • Do Nows • Exit Tickets • The instructor will observe students as they work in groups and keep a running record of each student's progress and

and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

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.

Objectives

Develop scenarios and role plays that depict interpersonal communication strategies in various settings and cultures.

Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

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

Compare and contrast stress management strategies that are used to address various types of stress-induced issues

Determine the effects that mental illnesses have on the overall wellbeing (physical, social, and emotional) of people who are afflicted with them.

Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating

communication (positive and negative) from movies, TV programs, commercials, or appropriate videos from various settings. The groups will choose three clips to discuss. The clips must include people from different cultural backgrounds with at least one clip including a person with a disability.

Students are to analyze the clip and develop a presentation for the class. It must include: 1. The 6 problem solving steps (Recognize the problem, Define the problem to all involved, Determine possible solutions to the problem, Make a decision, Implement the decision that is best for all, Re-evaluate if necessary) 2. Description of how individuals from different cultural backgrounds might respond to the communication due to their cultural and personal beliefs. 3. How can the group include the person with disabilities either in school or in an outside setting? (NJSLS SL 8.1)(NJSLS SL 8.2)(NJSLS W 8.6)(NJSLS W 8.7)

Website: Teaching Tolerance: http://www.tolerance.org/?source=redirect&url=teachingtolerance

Lesson: Stress: http://classroom.kidshealth.org/classroom/6to8/problems/emotions/stress.pdf

Web Article: 10 Celebrities Who Struggle with Mental Health: https://healthcare.utah.edu/healthfeed/postings/2017/04/celebs-mental.php

Dangers of Sexting Video: https://www.youtube.com/watch?v=SuBxI5OGdlw

NJ Sexting Laws: https://cyberbullying.org/sexting-laws/new-jersey

11 Facts About Sexting: https://www.dosomething.org/us/facts/11-facts-about-sexting

ability to apply unit concepts.
- Questioning during lessons

Summative Assessments:
Student projects will be assessed using a rubric: http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=1#01

Students will write a narrative story of a self-selected topic that depicts their understanding of stress management.

Benchmark Assessment:
Common Formative Assessment

Alternative Assessments:
- Teacher Observation

- Whole Class Discussion

- Peer to Peer Discussions

- Reflection Journal

disorders, and bipolar disorders) on physical, social, and emotional well-being.

Analyze different ways cultures have responded effectively to individuals with disabilities and develop strategies for inclusion for their peers with disabilities.

Develop ways to proactively include peers with disabilities at home, at school, and in community activities.

Understand the pressures on young people to send naked pictures (sexts)

Give advice to others to avoid sending a sext

Understand the possible consequences of sending a sext, including the legal consequences

Discuss if girls have a (more) negative experience online

Students will complete the Cross the Line Activity: http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h8u4.pdf celebrate how diversity enriches communities.(NJSLS RI 8.7)

The teacher will lead a discussion about diversity using the following guiding questions:
1. What if everyone looked, acted, spoke the same and had exactly the same interests and talents? Relate it to having the same meal over and over. 2. Why do people make fun of others who are different from them?
3. How does meeting someone different from you make your life better? 4. Name something that you learned by being with someone who was different from you? (NJSLS SL 8.1)(NJSL SL 8.2)

Students will identify what a digital footprint is. They will explore lessons about sexting, focusing on the consequences.(NJSLS SL8.1)(NJSLS SL8.2)(NJSLS RI 8.7)
Sexting Lesson plans:

Enrichment Activities
Listen and discuss the message behind one or more of the following songs: Don't Laugh at Me by Mark Wills, Human by Dione Farris, Everyday People by Sly and the Family Stone, Where is the Love? by Black-Eyed Peas, Beautiful by Christina Aguilera.

Students will explore ways to recognize and manage stressors in the lesson Stress: http://classroom.kidshealth.org/classroom/6to8/problems/emotions/stress.pdf.

Comprehensive Health	**Topics**			**Formative Assessments:**
2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.	Community Health Issues and Interventions	In small groups, students will research how to obtain services for their mental/physical wellbeing and determine the effects that mental and physical illnesses may on have on an individual's overall wellbeing while interviewing different health professionals. Students will create a blog that includes their findings. (NJSLS W8.7)(NJSLS W 8.6)(NJSL W 8.8)	Teen Health, Chapter 3, pp. 44-62; Chapter 8, pp. 150-170; Chapter 21, pp. 500-516, Glencoe, 2014	• Do Nows
2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.	**Objectives**			• Exit Tickets
			Website: idebate.org: https://idebate.org/debatabase/health	• Class discussion
2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally,	Defend a position on a health or social issue to activate community awareness and responsiveness.			• Observation of participation
	Role play, mock trial, or debate health and social			**Summative Assessments:** Posters, pamphlets, and debate skills will be evaluated first using a rubric: http://rubistar.4teachers.org/

and in the worldwide community. 2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative. 2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.	issues within the community that pique awareness and responsiveness. Describe situations where an adult or professional intervention is necessary and where to find those services. Compare and contrast situations that require support from trusted adults or health professionals. Analyze factors that support or hinder the achievement of personal health goals during different life stages.	Students will make a poster or pamphlet to promote the use of medical professionals when needed. It should include at least four reasons one might need to seek assistance and three places they can turn to, a specific message or slogan and be creative and appropriate. (NJSLS W8.7) Students will choose a health topic that affects the community and defend a position on the topic in a debate. (see idebate.org: https://idebate.org/debatabase/health for possible topics). (NJSLS RI 8.8)		index.php?screen=NewRubric&section_id=1#01 Students will receive a grade for their participation in the debate regarding their chosen health topic. **Alternative Assessments:** • Journal response • Peer Assessment • Self-Assessment
	Topics Preventing Injury Treating Injury **Objectives** Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others. Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.	Students will respond to a journal prompt: *Over 2 million people are hospitalized each year because of injuries. Unintentional injuries are the leading cause of death and disability to children and young adults age 1-34. Why is it important to know CPR and First Aid techniques?* They will pair share their answers and discuss a list of risks that one might take which would lead to injury. The list should be broken into low/medium/high risk.	Video: CPR: https://www.youtube.com/watch?v=O_49wMpdews Website: First Aid Training Resources: http://www.sja.org.uk/sja/teaching-resources.aspx How the Body Responds to Stress http://www.youngdiggers.com.au/fight-or-flight First Aid Presentations and Lessons http://www.sja.org.uk/sja/schools/a-z-of-all-first-aid-modules.aspx	**Formative Assessments:** • Do Nows • Exit Tickets • Class discussion • Observation of participation **Summative Assessment:** Students will be evaluated based upon their ability to apply the concepts displayed in the Red Cross video and First Aid lessons regarding the application of basic First Aid. **Alternative Assessments:** • Journal response

	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.	The class will discuss the importance of First Aid whether the risk determines the degree of injury? What are ways to prevent these injuries? Groups will develop a poster campaign about safety and decreasing unintentional/intentional risks. (MS-LS1-8) Students will read about how the body systems work together and help humans survive stressful situations.(MS-LS1-8) Students will visit stations where they will receive information about how to handle various in basic first aid and life support (CPR) situations. Students will share what they learned in whole class debriefing session. Students will then engage in role play situations to demonstrate what they learned. Students will write a reflection about what was the most challenging about dealing with a medical emergency.	• Peer Assessment • Self-Assessment

Key Vocabulary:

Community – A group of people living in the same place or having a particular characteristic in common.
Stress Management – Methods of controlling factors that require a response or change within a person by identifying the stressors.
Mental Illness – A wide range of mental health conditions that affect your mood, thinking and behavior.
Disability – A physical or mental condition that limits a person's movements, senses, or activities.
Intervention – The action or process of intervening.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements.

English Language Learners	Special Education	At-Risk	Gifted and Talented
- Speak and display terminology - Teacher modeling - Peer modeling - Develop and post routines - Label classroom materials - Word walls - Using advance organizers - Brainstorming/webbing - Modeling - Employing KWL Chart - Predicting - Pre-Teach Vocabulary	- Learner will work at own pace - Give shorter assignments/more frequently - Utilize modifications & accommodations delineated in the student's IEP - Work with paraprofessional - Previewing information/materials - Provide helpful visual, auditory, and tactile reinforcement of ideas.	- Previewing information/materials - Use visual demonstrations, illustrations, and models - Give directions/instructions verbally and in simple written format. - Peer Support - Provide extended time - Increase one on one time - Teachers may modify instructions by modeling what the student is expected	- Real world scenarios - Students will present research to a different audience - Curriculum compacting - Inquiry-based instruction - Independent study - Higher order thinking skills - Adjusting the pace of lessons - Interest based content - Student Driven Instruction

● Pre-Teaching or Reviewing	● Peer Support ● Provide extended time ● Solidify and refine concepts through repetition.	to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed.	

ELA - NJSLS/ELA:
Reading
RI.8.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
RI.8.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Writing:
W.8.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
W.8.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.8.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening:
SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.8.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Language:
L.8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.8.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Science:
MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.