



8th Grade – Health Curriculum Scope and Sequence

Unit	Unit Focus	Health Education Standards and Outcomes	
		Core Concept <i>What students will learn...</i>	Health Skills <i>What students will be able to do...</i>
Setting the Foundation (Personal Wellness)	Setting ground rules, procedures and learning and behavioral expectations	<p>CCMEH 1.8.1 Components of Health Explain the interrelationship of physical, mental/emotional, and social dimensions of health</p> <p>CC Explain the ground rules and how they help create a safe, healthy environment.</p>	<p>IC Use communication skills to build and maintain healthy relationships in the classroom (ground rules)</p> <p>SM Examine personal health status to determine needs (through the lens of the three components of health).</p>
Mental Health and Violence Prevention	Empowering our Voices to Prevent Bullying and Harassment	<p>CC MEH 1.8.7 Describe healthy ways to express affection, love, friendship and concern.</p> <p>CC MEH 1.8.32 Explain why it is wrong to tease others based on personal characteristics and on aspects of their sexuality (body type, gender, appearance, mannerisms, sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity and the way one dresses or acts.)</p> <p>CCV.1.8.14 Describe how prejudice, discrimination and bias can lead to violence.</p> <p>CC V.1.8.15 Explain how intolerance can lead to violence and affect others.</p> <p>CC V.1.8.12 Compare and contrast bullying, cyberbullying, harassment and sexual harassment and explain school rules and laws pertaining to each. Include a discussion that one cannot discriminate based upon of race, color, sex, gender identity or expression, religion, national origin or sexual orientation * Links to Connecticut statute and public acts</p> <p>CC V.1 Describe how bullying, harassment, and sexual harassment affects one’s overall personal health.</p>	<p>IC Demonstrate the effective use of verbal and non-verbal communication skills to promote health and healthy relationships, including friendship and dating.</p> <ul style="list-style-type: none"> ● I message ● Assertive communication style ● Setting clear boundaries <p>IC Demonstrate how to effectively communicate care, empathy, respect and responsibility for others who are bullied, harassed, or sexually harassed.</p> <ul style="list-style-type: none"> ● I message ● Assertive communication style <p>IC Demonstrate how to persuade others that is wrong to tease or bully others based on differences in gender expression or other personal characteristics-empowering oneself</p> <p>IC Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, sexting, websites, phone and tablet applications) to protect oneself and others.</p> <p>AI Demonstrate how to persuade others that is wrong to tease or bully others based on differences in gender expression or other personal characteristics-empowering oneself SH8.5.1</p> <p>AI Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, sexting, websites, phone and tablet applications) to protect the oneself and others.SH4.8.2</p>



<p>Healthy Relationships <i>*Standards are aligned with CT State Sexual Standards*</i></p>	<p>Making Safe, Healthy Choices about Our Reproductive Health Using Accurate Information</p>	<p>CC SH1.8.7 Define abstinence and explain why abstinence is the safest, most effective method of protection from communicable diseases (e.g. STD/HIV) and pregnancy. CC SH1.8.30 Identify the methods of contraception, how they work and their effectiveness or ineffectiveness. CC SH1.8.8 explain why individuals have the right to refuse sexual contact CC SH1.8.31 Describe how the effectiveness of condoms can reduce the risk of pregnancy and disease CC SH1.8.12 Explain the importance of setting personal limits to avoid sexual risk behaviors..</p>	<p>INF Analyze how relevant influences of media and technology affect personal violence practices and behaviors. *AI (using TRAAP**) Demonstrate ways to obtain medically accurate information about reproductive and sexual health from family, school personnel, health professionals and other responsible adults. *AI Access valid and reliable sexual health information and resources from home, school or community. *DM Choose a healthy alternative when making a sexual health-related decision. When making these decisions, the following will be considered:</p> <ul style="list-style-type: none"> ● Protective factors, including the benefits of abstinence ● Risk factors, including contracting STDs and getting pregnant ● Short and long term consequences on early pregnancy (physical, financial, graduation, college, career choices) ● Importance of weighing in family values and beliefs with factual information <p>*IC Demonstrate effective communication skills to avoid or deal with sexually risky situations and dating violence *INF Identify and explain how the media may influence behaviors and decisions in regard to sexuality and dating</p>
<p>ATOD</p>	<p>Alcohol and marijuana and how influences affect personal behaviors and choices</p>	<p>CC AOD 1.8.11 Determine the benefits of being alcohol, marijuana, and other drug-free. CC AOD 1.8.5 Summarize the negative consequences of using alcohol, marijuana, and other drugs.</p>	<p>INF Analyze how school, family, media, technology, and community affect alcohol, marijuana, and other drug-use practices and behaviors. DM Determine the value of applying thoughtful decision making related to alcohol, marijuana, and other drugs.</p>

*The following Connecticut statute and public act help use define areas of discrimination which we should make our students cognizant of:

- Connecticut General Statute CGS-Section 10-15c <https://www.cga.ct.gov/2011/pub/chap164.htm#Sec10-15c.htm> or https://www.lawsver.com/law/state/connecticut/ct-laws/connecticut_statutes_10-15c
- CT Public Act No. 11-55 <https://www.cga.ct.gov/2011/ACT/PA/2011PA-00055-R00HB-06599-PA.htm>

** *TRAAP* includes the factors of timeliness, relevance and usefulness, accuracy, authority providing information, and purpose or any bias.

****DECIDE* decision making model