VECC Health Education
Grade 8
Curriculum Guide 2007

Suggested Time Line How much time will be spent on this learning	**Essential Questions and Content** What will be taught?	**NJCCC Standards** What state standards will be met by these objectives?	**Instructional Objectives** What will the students know or be able to do as a result of this instruction?	**Assessment** What evidence will I collect that demonstrate that the students have achieved the objective?	**Instructional Domain** How will the learning be structured?	**Instructional Activities** What will the students do to achieve the objective?
April & May "Keep this Body Safe"	Why would it be important to learn about safety hazards that can cause injuries? What are the pros and cons of being part of a gang? Why is being able to talk and confide in a trusting parent or adult an asset to a teenager? What is sexual harassment and how can it be prevented or stopped?	**2.1** A: 1-4 B: 1-3 E: 1-5 F: 1-7 **2.3** A: 1-4 B: 1-9 C: 1-6 **2.4** A: 1-8 B: 1-8	Lesson 1: Keep this body safe • Review different safety hazards and the injuries that might result. • Show that you are responsible by taking the time to analyze risks before king things that might injure you. • Practice safety procedures for injury prevention. • Predict what might happen to you and others in a variety of situations. Lesson 2; Gang Pressure • Explain what it means to be a member of a gang. • Participate in activities designed to increase self-worth. • Participate in positive gang free activities. • Compare and contrast positive alternatives to gang membership. Lesson 3: Getting Help • Identify what might precipitate different kinds of emotions. • Rate the importance of communication in terms of dealing with certain emotions. • Compile a list of those with whom you can talk depending on the type of need. • Predict possible consequences resulting from exposure to entertainment that has a violent orientation. Lesson 4; Sexual Harassment & Abuse • Define sexual harassment and abuse. • Demonstrate responsibility by taking a stand against harassment. • Practice assertive responses to personal safety situations. • Analyze situations to determine child safety skills to use in situations endangering personal safety.	Students will be assessed through: • Personal participation in classroom and small group discussions • Personal content & organization of Health notebook • Written assignments, projects, and reports - Individual - Group • Unit Tests and Quizzes	Learning will take place through: • Teacher led instruction • Classroom discussions • Group activities • Graphic organizers • Role Playing	Student achievement will take place through: • Outlining of teacher led instruction and taking written notes • Participation in classroom discussions • Brainstorming activities • Charting personal graphic organizers in: o Decision making o Comparing and Contrasting o Predicting Consequences • Practicing assertiveness skills during role playing activities