

Grade 8 Health Curriculum Map 2018-2019

District: Merrillville Community School Corporation							
Grade: 8th							
Subject: Health					Trimester: 1 (Aug.15,2018-Nov.19, 2018)		
Standard/Indicator	Concept	Skill	Academic Vocabulary	Suggested Timeline	Assessment	Instructional Strategies	Resources
UNIT 1							
8.1 8.2 8.4 8.6	Unit 1: Health Triangle Building Healthy Relationships & Abstinence	-I can understand the health triangle and how to apply it to daily life -I can identify what a risk is and how to avoid it -I can analyze how to make good decisions in life and to learn from my mistakes -I can identify what a realistic goal is -I can use effective communication skills to communicate with others effectively. -I can develop good peer relationships. -I can use refusal skills to practice abstinence.	-health triangle -physical health -mental/emotional health -social health -Health influencers -Risk factors -DecisionMaking -goal setting -Abstinence -Active Listening -Communication -assertive -passive -aggressive -Friendship -Peer Pressure -Cooperation -Body Language -Refusal Skills	2 Weeks	-Quiz over health triangle, goals, decision making - Quiz over communication -End of chapter assessment	-Birthday Lineup -get to know you slide -goal setting slide -decision making slide -Partner reading -Bellringers -Exit slips -write a paragraph summarizing the message in a song	-Textbook -Internet -Youtube -Glencoe
Remediation/Enrichment	Timeline			Activities		Assessment	
-Abstinence -Refusal Skills -Active Listening	2-3 Days			-Group work matching -Vocabulary Review -Quiz Corrections -Differentiating Instruction		-Re-assess through quiz/test	

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UNIT 2	Concept	Skill	Academic Vocabulary	Suggested Timeline	Assessment	Instructional Strategies	Resources
8.1 8.2 8.4 8.7	Unit 2: Building Character	-I can demonstrate the 6 traits of good character. -I can show 2 ways to respect others. -I can define empathy.	-Character -Integrity -Accountability -Loyal -Empathy -trustworthy -respect -responsibility -citizenship -caring -fairness	1 week	-End of unit quiz -Character trait slide project	- slide show project on a character trait -paragraph summary over a character trait that need to work on and why -Bellringers	-Textbook -Internet -Youtube -Glencoe
Remediation/ Enrichment	Timeline			Activities		Assessment	
Post-quiz Review	1-2 days			-Group work matching H/M/L students -Vocabulary Review -Quiz Corrections -Differentiating Instruction		-Re-quiz	
UNIT 3	Concept	Skill	Academic Vocabulary	Suggested Timeline	Assessment	Instructional Strategies	Resources
8.1 8.2 8.3 8.7 8.8	Mental & Emotional Health	-I can identify 2 signs of good mental health. -I can identify 2 factors that influence my self concept. -I can name 2 ways to build self-esteem. -I can explain how stress can be positive. -I can give 3 strategies for avoiding stress.	-Self-esteem -Resilience -Confidence -Emotions -Stress -Stressor -Depression -Stress Management -Anxiety -Suicide	1 week	-RAISE responses -Vocabulary quiz -End of unit assessment	-Bellringers -Exit slips -4 corners study session -Popcorn read -Student lead activities -Guest speaker- social workers	-Textbook -Internet -Youtube -Glencoe

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		-I can identify 2 warning signs of suicidal behavior. - I can understand why it is important to be resilient.	-Therapy				
Remediation/ Enrichment	Timeline			Activities		Assessment	
-Post-quiz review -Post-test review	3-4 days			-Differentiating Instruction -Group work matching H/M/L students -Vocabulary Review -Quiz Corrections		-Re-assess through quiz/test	

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UNIT 4							
8.1 8.2 8.4 8.5 8.7 8.8	The Life Cycle and stages of puberty Female and male anatomy STDs	-I can define puberty -I can identify what female and males go through during puberty -I can identify male and female anatomy -I can identify prenatal/infant development -I can understand the female menstrual cycle. -I can understand why	-Puberty -adolescent -hormones -sperm -testicles -semen -ovaries -uterus -cervix -fertilization -menstrual Cycle	2 weeks	-Quiz over puberty and anatomy -Quiz STD's -End of chapter assessment -Bellringers	-Bellringers -Exit slips -4 corners study session -Popcorn read -Student lead activities -pictures -charts -Project Respect- Sex Can Wait	-Textbook -Internet -Youtube -Glencoe

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		abstinence is important to follow. - I can identify STDs and why they are dangerous	-ovulation -fetus -abstinence -STD -chlamydia -gonorrhea -syphilis -herpes -HPV HIV/AIDS				
Remediation /Enrichment	Timeline			Activities		Assessment	
-Post-quiz review -Post-test review	3-4 days (including midterm preparation)			Midterm Review		Midterm	
UNIT 5	Concept	Skill	Academic Vocabulary	Suggested Timeline	Assessment	Instructional Strategies	Resources
8.1 8.3 8.5 8.7 8.8	Nutrition & Physical Activity	-I can name the 5 major food groups shown on MyPlate. -I can identify the 6 major nutrients. -I can utilize a nutritional fact label to improve my health. -I can recognize the importance of water in the body. -I can demonstrate the importance of physical activity and injury prevention.	-Eating disorders -Nutrients -Calories -Nutrition -Hunger -Appetite -Overweight/ Underweight -Body-image -Physical activity -Physical fitness -Aerobic	2 weeks	-Group projects -Fast food lab -Nutrient quiz -Food label quiz -Physical activity quiz -End of unit assessment	-Creating a healthy diet. -Nutritional label worksheets -Heart rate lab -Fast food lab use math to calculate grams and calories used	-Textbook -Internet -Youtube -Glencoe

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			<ul style="list-style-type: none"> -Anaerobic -Strength -Endurance -Flexibility -Strain -Sprain -Heat exhaustion 				
Remediation /Enrichment	Timeline			Activities		Assessment	
-Post-quiz review -Post-test review	3-4 days			<ul style="list-style-type: none"> -Differentiating Instruction -Group work matching H/M/L students -Vocabulary Review -Quiz Corrections 		-Re-assess through quiz/test	
UNIT 6	Concept	Skill		Suggested Timeline	Assessment	Instructional Strategies	Resources
8.1 8.2 8.5 8.7 8.8	Tobacco, Alcohol, and Drugs	<ul style="list-style-type: none"> -I can understand the dangers of tobacco, alcohol, and use of other drugs. -I can practice refusal skills and abstinence to stay away from harmful substances. -I can identify the side effects of alcohol, tobacco, and other drugs. -I can describe 3 ways to use medicine safely. -I can describe 2 risks of medicines. -I can analyze the 	<ul style="list-style-type: none"> -Drug -Drug misuse -Drug abuse -Stimulant -Depressant -Narcotic -Hallucinogen -Alcohol -Tobacco -Over-the-counter -Prescription -Tolerance -Side effects -Withdrawal -Marijuana -Addiction 	3 weeks	<ul style="list-style-type: none"> -Drug terminology quiz -Alcohol quiz -Tobacco quiz -Drug quiz -End of unit assessment 	<ul style="list-style-type: none"> -Group activities - research project -Video summaries -RAISE prompts -Exit slips -Bellringers -Group Discussion -Drunk Goggles 	<ul style="list-style-type: none"> -Textbook -Internet -Youtube -Glencoe -Education videos

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		<p>influence that peers have on others to influence the use of drugs.</p> <p>-I can recognize the effects of drug use on mental/emotional health.</p> <p>-I can demonstrate the benefits of a drug free lifestyle.</p>	<ul style="list-style-type: none"> -Club drugs -Binge Drinking -Cirrhosis -Alcohol Poisoning -B.A.C. -Substance Abuse -Nicotine -Carbon Monoxide -Tar -Emphysema -Carcinogen -Secondhand smoke 				
Remediation /Enrichment	Timeline			Activities		Assessment	
-Post-quiz review -Post-test review	1 week (including final review)			-Final review study circles -Study guide review		Final Exam	