

**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? |
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| December & January <hr/> Cells | How can each human cell be made up of so many parts and be so complex? How do cells grow and reproduce? What happens to the human body when cells behave abnormally? How can practicing refusal skills help us to understand the dangers of putting harmful substances into the body? | 2.1 A: 1-5 B: 1-3 C: 1-4 D: 1,3 E: 1-4 | Lesson 1: The Cells in your body <ul style="list-style-type: none"> Discover the different needs and functions of the cells within the body and identify the components common to each type of cell. Make a commitment to avoid harmful substances affecting the cells. Practice sorting and classifying information. Compare and contrast the different kinds of cells in the body and their functions. Lesson 2: How Cells grow, reproduce, & work <ul style="list-style-type: none"> Explain how cells grow, reproduce and form tissues, organs and systems. Show respect for the complexity and interrelation of systems within the human body. Protect the ability of the cells to grow and reproduce through healthful habits such as eating well, getting rest, exercising. Compare and contrast a variety of collaborative life systems using the compare and contrast chart. Lesson 3: You and your genes <ul style="list-style-type: none"> Explain the function of genetic material in cells upon the human body. Respect the uniqueness of each individual. Identify genetic tendencies for health risks. Use a genetic map to predict which members of a family will become hemophilic and carriers of hemophilia. Lesson 4: Sick Cells <ul style="list-style-type: none"> Describe what can happen when cells behave abnormally. Show you care about others by urging them to avoid substances that damage cells in the body. Practice refusal skills when faced with the decision to take harmful substances or engage in behavior that can destroy or damage healthy cells. Use the predicting consequences graphic organizer to estimate what might happen if one participates in risky behaviors. | Students will be assessed through: <ul style="list-style-type: none"> Personal participation in classroom and small group discussions Personal content & organization of Health notebook Written assignments, projects, and reports <ul style="list-style-type: none"> - Individual - Group Unit Tests and Quizzes | Learning will take place through: <ul style="list-style-type: none"> Teacher led instruction Classroom discussions Group activities Graphic organizers Role Playing | Student achievement will take place through: <ul style="list-style-type: none"> Outlining of teacher led instruction and taking written notes Participation in classroom discussions Brainstorming activities Charting personal graphic organizers in: <ul style="list-style-type: none"> o Decision making o Comparing and Contrasting o Predicting Consequences Practicing refusal and assertiveness skills during role playing activities |
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