

**Pentucket Regional Middle School
8th Grade Health Education
Curriculum Map**

	Content/Concept	Skills	Assessment
WEEK ONE	Course Introduction Wellness Leads to Longevity	<ul style="list-style-type: none"> Class discussion/Brainstorm examples of how students have worked on their physical, social or mental health since 7th grade Assess and identify student behavioral and genetic risk factors Understand controllable vs. uncontrollable risk factors of longevity 	<ul style="list-style-type: none"> Teacher observation Reading current articles and answering questions Self- Assessment Quiz on internet
WEEK TWO	Self Concept Self Esteem Stress Reduction	<ul style="list-style-type: none"> Create a 7 chapter self-concept book Identify personal strengths Define stress and the type of Assess own stress level taking a stress scale test Discussion on healthy ways to reduce stress 	<ul style="list-style-type: none"> Book project/writings and pictures Media products (power points) Worksheet completion Writing a list of ways to reduce stress in their life
WEEK THREE	Healthy Relationships	<ul style="list-style-type: none"> Describe in writing what a healthy relationship consists of Read story examples of healthy vs. unhealthy relationships and discuss them Identify qualities that would define love verses not love 	<ul style="list-style-type: none"> Paragraph writing Teacher observations Group participation Short answer writing
WEEK FOUR	Healthy Dating Relationships STD/HIV Prevention	<ul style="list-style-type: none"> Discuss healthy vs. unhealthy qualities of a dating relationship Discuss the advantages of abstaining from sex Define STDs/HIV Identify risky behaviors that lead to STDs/HIV Show HIV Video 	<ul style="list-style-type: none"> Teacher observations Group participation Note taking Worksheet completion Traditional quiz
WEEK FIVE	Basic First Aid Care for Sudden Emergencies Injury/Illness	<ul style="list-style-type: none"> Recognizing Emergencies Review basic steps in responding to an emergency Summarize key steps to first aid on a assigned topic Create a visual aid/poster on assigned topic 	<ul style="list-style-type: none"> Note taking Visual aids/posters Group oral presentation Traditional quiz

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WEEK SIX	Violence Prevention Causes of violence <ul style="list-style-type: none"> • Media • Behaviors • Conflicts Violence statistics Violence in the media Media Literacy Behaviors that lead to violence	<ul style="list-style-type: none"> • Complete Media Inventory worksheet • Evaluate how the media contributes to violence behavior • Read facts about the media's influence of violence • Evaluate and discuss violent TV programs/songs/video games and their influences on young viewers • Define behaviors that lead to violence • Watch a video <i>Let's Get Real</i> on name-calling and bullying 	<ul style="list-style-type: none"> • Self Assessment • Worksheet completion • Teacher observation/Class discussion • Reading • Research and record definitions • Homework worksheet
WEEK SEVEN	Violence Prevention Behaviors that lead to violence (continued) Bullying Behaviors: How to Stop It Hate Crimes DARE officer guest	<ul style="list-style-type: none"> • Processing of <i>Let's Get Real</i> • Role plays to develop empathy for victims of bullying • Understanding the consequences of bullying • Read and display on poster facts about hate • Explain the legal consequences of violent behavior 	<ul style="list-style-type: none"> • Worksheet completion • Role play participation • Note taking • Teacher observation • Reading pamphlets • Posters/Visual Aids
WEEK EIGHT	Violence Prevention Sexual Harassment Hazing DARE officer guest Conflict Resolution Internet Safety	<ul style="list-style-type: none"> • Define sexual harassment • Compare/contrast difference between flirting and sexual harassment • Define hazing and identify facts vs. myths about it • Identify conflict escalators and de-escalators • Practice identifying conflict escalators • Practice skills to de-escalate conflicts • Complete the <i>Missing</i> computer game on internet luring • Identify how to be safe on the internet • Identify violence warning signs 	<ul style="list-style-type: none"> • Class discussion • Pamphlet reading • Completion of computer program and worksheet packet • Worksheet completion • Note taking • Role playing participation • Traditional quiz

WEEK NINE	<p>Illicit Drug Independent Project</p> <p>7th Grade Project Alert Follow-Up (Booster Lessons)</p> <ul style="list-style-type: none"> • Motivating Resistance to Drugs • Practice Resisting Internal and External pressures • Benefits of Resisting Drugs 	<ul style="list-style-type: none"> • Develop an informative newsletter about a illicit drug • Informing peers about the dangers of drugs • Discuss problems with gateway drugs (tobacco, alcohol, marijuana) • Review sources of pressure to use drugs • Play the <i>Resisting Pressures Lines</i> Game • Reviewing ways to say “No” to drugs • Prepare and act out internal pressure skits • Discuss benefits of resisting drugs 	<ul style="list-style-type: none"> • Newsletter project • Present newsletter to class • Class discussion • Class participation • Traditional Quiz
WEEK TEN	<p>Nutrition review</p> <p>7th grade follow-up and Independent Project</p> <p>Dietary analysis</p> <p>Fitness analysis</p>	<ul style="list-style-type: none"> • Evaluate your diet for a week • Produce an improved plan for the week and future • Evaluate your fitness level for a week • Produce an improved wellness plan for the week and future to reduce risk of major killer diseases such as heart disease, cancers, diabetes 	<ul style="list-style-type: none"> • Journal completion • Dietary analysis printouts and worksheet • Fitness plan in writing