Long Range Plan Grade: 8 Subject: Health

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| Desired Results | Timeline (in weeks) | Essential Understandings | Essential Questions | Acceptable Evidence |
| Established Goals: General Outcomes  Wellness Choices:   * Students will make responsible and informed choices to maintain health and to promote safety for self and others   Relationship Choices:   * Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions | Sept. 1 – 9  Sept. 12-23  Sept. 26 – 30  Oct. 3-21  Oct. 24 – Nov. 11  Nov. 14 – Dec. 2  Dec. 5 - 16  Jan 3 - 13  Jan. 16 - 31 | Personal Health:   * Examine the relationship between choices and resulting consequences * Analyze the impact of positive and changing choices on health throughout the life span * Recognize and accept that individuals experience different rates of physical, emotional, sexual and social development * Develop personal strategies to deal with pressures to have a certain look/lifestyle * Evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home * Analyze possible negative consequences of use and abuse   Safety and Responsibility:   * Determine the signs, methods and consequences of various types of abuse * Identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk * Describe rights and responsibilities of employers and employees in relation to workplace safety * Develop strategies to effectively access health information and health services in the community * Identify and develop personal resiliency skills   \*\* Sexual relationships, STI’s, Contraceptives (not certain if this is taught in grade 8)  Understanding and Expressing Feelings:   * Describe characteristics of persistent negative feeling states * Describe signs associated with suicidal behaviour and identify interventional strategies * Evaluate the relationship between risk management and stress management * Analyze the effects of self concept on personal communication   Interactions   * Develop strategies for maintaining healthy relationships * Describe and provide examples of ethical behaviour in relationships * Develop and demonstrate strategies for promoting peaceful relationships   Group Roles and Processes   * Describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team * Describe the characteristics of, and demonstrate skills of, an effective leader and group member | How does choosing to smoke affects how one looks feels and performs?  How does the need for varying amounts of sleep, calcium, etc affect our daily lives?  How does the physiology of the human body change us all at different rates?  What causes differences in emotional development?  How do life experiences alter/change our social development?  Why is it important to always be developing all aspects of our whole being?  Who am I? What is my individuality? What is my look and how do I live my life in a unique way?  What information can we get from food labels?  What is the calorie content of our favourite fast foods?  What are healthy options at fast food restaurants?  What is Fetal Alcohol Syndrome?  What are the consequences of drinking and driving? What can we do to prevent drinking and driving?  How do we determine what signs makes an unhealthy relationship?  What can we do to remove ourselves safely from unhealthy relationships?  What is neglect? Is it physical, emotional and social neglect?  What is sexual abuse? What actions can we take when we see others or ourselves being sexually abused?  What are unsafe situations? (dark parking lots, walking alone at night, railway crossings, crossing busy roads)  What do I have rights to as a worker?  What is the Canadian Charter of Rights and Freedoms?  What is an employer allowed to ask me at an interview or expect me to do during my work?  What health services are available in our city?  What numbers or websites can I access?  What is time management? How can I organize my life to create less stress and be successful?  What is social competence? What skills can I develop to feel socially competent?  What is depression and how does it change us?  What are other types of mood disorders? How can we change our moods to try and “shake the blues”?  What are the signs of suicide? In ourselves? In others?  What are ways that we can intervene to prevent suicide? In ourselves and others?  What does it mean to manage risk effectively?  What is stress management? Why is it important to manage our stress?  How does stress affect us? Physically, emotionally and socially?  What are impulsive behaviours? Are these outlets for trying to manage stress? Are these behaviours unhealthy?  What are healthy ways to manage stress?  How does my idea of who I am affect my relationships with others?  How do I maintain and build friendships? What are ways to meet people?  What is integrity? Why is it important to have?  What is conflict resolution and the steps of conflict management?  Why do people disagree and how can I find common ground with others?  What is the Golden Rule?  Why is it a good thing to be like others? Why is it bad?  What is ‘mob mentality’?  What are leadership qualities? What makes a good leader? What characteristics and actions demonstrate that a person is a good leader? | Assessment For Learning   * Peer testing * Benchmarks * Writing practice * Small Assignments * Personal Reflection * Group Discussion   Assessment As Learning   * Goal Setting * Journal Keeping * Self Evaluation * Peer Discussions * Various assessment tools (rubrics, rating scales, etc.)   Assessment Of Learning   * Section Quizzes (matching, MC, short answer) * Section Exams (more comprehensive version of quizzes) * Major Assignments and Projects |

Resources:

Program of Studies for Health and Life Skills

Wellness Model of Health and Fitness

Various media resources – movie, television, music, literature, news media, etc.

* Youtube.com, Glee television show, news paper articles, magazine articles, music selections

Communication Plan to Parents:

I will regularly communicate to parents by –

* Sending home the Course Syllabus to be signed by parents
* Sending home letter outlining sensitive material that will be covered in class two weeks prior to beginning it.
* Giving out email to parents so that they can contact me if needed.
* Being open and willing to meet with any parents that have questions or concerns