

Grade 8

Adopted 2011

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

1-M-1. Describe interrelationships among physical, intellectual, emotional and social health. 1-M-1

1. Explain how healthy and unhealthy behaviors impact various body systems. 1-M-1.1
2. Discuss research related to the impact the dimensions of health have upon each other. (class project) 1-M-1.2
3. Explore the relationship of nutrients to physical, intellectual, emotional, and social health. 1-M-1.3

1-M-2. Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. 1-M-2

1. Identify preventive health measures to reduce or prevent injuries and other health problems. 1-M-2.1
2. Explain how HIV is and is not transmitted. 1-M-2.2
3. Explain the positive aspects of abstinence. 1-M-2.3
4. Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs). 1-M-2.4
5. Describe the relationship between one's dating partner, one's health and the prevention of harm. 1-M-2.5

1-M-3. Analyze high risk behaviors to determine their impact on wellness. 1-M-3

1. Discuss how high risk behavior consequences may extend beyond self to friends, family and community. 1-M-3.1
2. Describe types of violence. 1-M-3.2
3. Discuss the frequency of violence, and its consequences, in social relationships. 1-M-3.3
4. Analyze the impact on health of selecting foods and beverages of various caloric and nutritional value. 1-M-3.4

1-M-4. Use appropriate strategies to prevent/reduce risk and promote well-being. 1-M-4

1. Identify the causes, symptoms, treatment and prevention of various diseases and disorders. 1-M-4.1
2. Set personal boundaries and limits related to physical intimacy and sexual behaviors. 1-M-4.2
3. Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations. 1-M-4.3
4. Log selection of food and beverages low in fat, sugar, and salt and high in nutrients when eating out and preparing meals at home. 1-M-4.4

1-M-5. Recognize the interrelationships among organs in the male and female reproductive systems. 1-M-5

1. Identify basic male and female reproductive body parts and their functions. 1-M-5.1
2. Analyze the role of hormones in the reproductive maturation. 1-M-5.2
3. Describe the physical, social and emotional changes that occur during puberty (e.g., changes in friends, crushes/attractions, mood shifts, body hair, body odor, menstruation). 1-M-5.3

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

2-M-1. Describe the influence of others on health beliefs, practices and behaviors. 2-M-1

1. Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors. 2-M-1.1
2. Describe how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors. 2-M-1.2
3. Compare the roles of heredity, food selection, and activity level in weight control. 2-M-1.3
4. Recognize health care disparities of different cultures, races and ethnic groups in the community. 2-M-1.4

2-M-2. Analyze how media and technology influence personal and family health behaviors. 2-M-2

1. Identify how media influence the selection of health information and products. 2-M-2.1
2. Describe the ways that technology positively affects health (e.g., high-technological medical equipment). 2-M-2.2
3. Analyze ways that music, television and internet influence behaviors; such as risky sexual behavior, use of tobacco and alcohol and drugs. 2-M-2.3

2-M-3. Explain the influence of personal values and beliefs on individual health practices and behaviors. 2-M-3

1. Describe factors that influence personal decisions to engage in behaviors which result in intentional or unintentional consequences (e.g., homicide, drinking and driving, wearing seat belt, lack of physical activity). 2-M-3.1
 2. Discuss influence of values and beliefs on healthy relationships (e.g., respecting others, self-respect, positive interactions with others). 2-M-3.2
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Students will demonstrate the ability to access valid information, products and services to enhance health.

3-M-1. Utilize resources at home, school and community to access valid health information and services. 3-M-1

1. Determine the accessibility of services and products that enhance health (e.g., clinics, farmers markets). 3-M-1.1
 2. Differentiate accurate from inaccurate health information on varying topics (e.g., sexual health information, alcohol and drugs and tobacco use). 3-M-1.2
 3. Evaluate the accuracy of claims about dietary supplements and popular diets. 3-M-1.3
 4. Discuss a credible Internet source for health information (e.g., types of diets, energy drinks, best vegetables to eat). 3-M-1.4
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3-H-2. Evaluate the validity of health information, products, and services using a variety of resources. 3-H-2

1. Identify criteria for evaluating the validity of health claims of products in advertisements. 3-H-2.1
 2. Evaluate the validity of health claims in advertisements found in various media (e.g., websites, magazines, television). 3-H-2.2
 3. Evaluate the cost effectiveness of alternative health products. 3-H-2.3
 4. Evaluate the accuracy of sources of information on sexual health. 3-H-2.4
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Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4-M-1. Demonstrate healthy ways to express needs, wants, feelings and respect of self and others. 4-M-1

1. Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use). 4-M-1.1
2. Demonstrate how to communicate clear expectations and boundaries for personal safety. (e.g., refusing to ride with someone who has been drinking). 4-M-1.2
3. Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends. 4-M-1.3
4. Identify the warning signs of an abusive relationship. 4-M-1.4

4-M-2. Demonstrate how to ask for assistance to enhance the health of self and others. 4-M-2

1. Problem-solve situations with help from trusted adults and community professionals. 4-M-2.1

4-M-3. Demonstrate effective conflict management or resolution strategies. 4-M-3

1. Role-play appropriate ways to respond to feedback from others. 4-M-3.1
2. Justify the use of effective strategies for resolving conflict with another person in non-violent ways. 4-M-3.2
3. Demonstrate the use of conflict resolution models in interpersonal conflicts. 4-M-3.3

4-M-4. Exhibit characteristics needed to be a responsible friend and family member. 4-M-4

Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.

Students will demonstrate the ability to use decision-making skills to enhance health.

5-M-1. Discuss how emotional health affects decision-making. 5-M-1

1. Discuss the impact of stress and coping skills on decision-making. 5-M-1.1
2. Demonstrate how to overcome barriers that can hinder healthy decision-making. 5-M-1.2
3. Analyze how decisions about food choices should be different depending on age, gender, and activity level. 5-M-1.3

5-M-2. Determine when health-related situations require the application of a thoughtful decision-making process. 5-M-2

1. Analyze the positive and negative consequences of a health-related decision. 5-M-2.1
2. Prepare a report on the short- and long-term consequences of healthy and unhealthy choices (e.g., abstinence, sexual risk behaviors, alcohol and tobacco use, exercise and healthy eating). 5-M-2.2

Students will demonstrate the ability to use goal setting skills to enhance health.

6-M-1. Identify goals to adopt, maintain or improve a personal health practice. 6-M-1

1. Revise personal health goals in response to changing information, abilities, priorities, and responsibilities. 6-M-1.1
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Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7-M-1. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. 7-M-1

1. Formulate a contract for behavior change (e.g., controlling portion sizes, reading labels, implementing a physical activity plan, improving school attendance, breakfast eating, anger management, tobacco reduction or cessation, reduction in texting, and abstinence or return to abstinence). 7-M-1.1
2. Chart progress toward behavior changes. 7-M-1.2
3. Evaluate the results of the behavior changes. 7-M-1.3

7-M-2. Demonstrate behaviors that avoid or reduce health risks to self and others. 7-M-2

1. Identify specific abusive behaviors in social relationships (by discussing the Power and Control Wheel). 7-M-2.1
2. Discuss the Cycle of Abuse (dynamics of an abusive relationship). 7-M-2.2
3. Describe impulsive behaviors and strategies for controlling them. 7-M-2.3

Students will demonstrate the ability to advocate for personal, family and community health.

8-M-1. Analyze various communication methods to accurately express health ideas and opinions. 8-M-1

1. Identify barriers to effective communication about health issues. 8-M-1.1
2. Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of "I" statements, use of active listening). 8-M-1.2

8-M-2. Demonstrate how to influence and support others to make positive health choices. 8-M-2

1. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools (e.g., advocate for school policy change). 8-M-2.1