

Eighth Grade Health Standards

Unifying Idea: Acceptance of personal responsibility for lifelong health.

Standard: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

The Human Body	Performance Indicators	Sample Activities
	Identify the connection between the different systems within the body.	Demonstrate knowledge through use of illustrations and diagrams of body system.
	Recognize how the immune system prevents and combats disease.	Model and practice good hygiene through prevention techniques.
	Realize there is no perfect body type.	
	Develop a confidence about their body.	Each student will individually assess their own body, set realistic goals to obtain, and track their progress.

Food Choices	Performance Indicators	Sample Activities
	Understand that the variety and quantity of food they eat can influence their growth and development.	Discuss a food pyramid and how it relates to healthy eating.
	Identify what influences their food choices (i.e. culture, media, etc.)	Identify their food choices within the food pyramid and assess their need for restructure, if needed.
	Recognize appropriate practices to gain or lose weight.	Assess various physical activities to maintain a desired weight.

Physical Activity	Performance Indicators	Sample Activities
	Examine the correlation between physical activity and overall health/fitness.	Assess aerobic benefits in activities they are involved with and apply to over-all fitness routine.
	Analyze ways in which physical activity contributes to mental, emotional, and social health.	Discuss the importance of participating in a routine activity that brings enjoyment and satisfaction.
	Encourage the development of a life-long plan of physical activities.	Each student will set fitness goals and monitor progress toward obtaining and sustaining these goals.

Mental and Emotional Development	Performance Indicators	Sample Activities
	Examine some of the emotional developments which occur during adolescence, including mood swings, depression, and suicide.	Read and discuss topics in an open forum.
	Demonstrate the proper skills to use while seeking assistance to emotional problems.	Identify various situations and role-play the appropriate way to share the feelings related to the situation.
	Explore the connections between physical, mental, emotional, and social health.	
	Provide opportunities for all students to feel valued and have experiences that foster positive bonding to their peers, school, and community.	In groups, share feelings of wants and needs. Identify the characteristics of each.
	Recognize strategies to help students cope with feelings.	Interact through peer counseling activities.

Standard: Students will demonstrate behaviors that prevent disease and speed recovery from illness.

Disease Prevention	Performance Indicators	Sample Activities
	Examine the major chronic and communicable diseases prevalent at different stages of life.	Students will identify diseases and acknowledge proper hygiene for prevention.
	Explore how positive health practices, such as aerobic exercise and proper nutrition; influence the risk and severity of disease.	Students practice positive health behaviors to reduce the risk of disease.
	Students should be able to describe the causes of HIV infection and other sexually transmitted diseases, as well as, modes of transmission, symptoms, effects, and methods of prevention.	Students will use peer groups to chart causes, symptoms, and prevention. Discuss in an open forum.
	Identify that abstinence from sexual activity is the only totally effective way to avoid unwanted pregnancy and sexually transmitted diseases and should be emphasized as the best choice for physical and emotional reasons.	Make a commitment to abstain from sexual activity.

Treatments of Disease	Performance Indicators	Sample Activities
	Recognize the home treatment of common illnesses.	Research various diseases and discuss prevention and treatment.
	Focus on the importance of following prescribed health-care procedures and cooperating with parents and health-care providers to facilitate recovery	Invite health care providers to speak in class. Have a question and answer forum.

	Students will learn to interpret correct procedures in administering medications.	Discuss how to properly read medicine prescriptions and identify the possibilities of side affects.
	Understand the influence of family and culture on the treatment of disease.	Discuss the usefulness of participating in support groups.

Standard: **Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.**

Potentially Dangerous Situations	Performance Indicators	Sample Activities
	Identify the basic rules of traffic if they are the driver of a vehicle or a pedestrian.	Role-play aggressive, passive, and assertive responses to situations.
	Distinguish what practices are safe in the daily use of safety equipment.	Demonstrate and show illustrations of proper ways to use safety equipment.
	Understand the potential of injury that comes along with interacting with others who exhibit dangerous behaviors.	Students will select examples from media of inappropriate behaviors and discuss the possible harmful consequences.

Alcohol, Tobacco, and Other Drugs	Performance Indicators	Sample Activities
	Examine the role alcohol, tobacco, and other drugs play in the dangerous behavior of adolescents and adults.	Role-play resisting negative peer pressure.
	Students understand the long-term effects that alcohol, tobacco, and other drugs have upon the body, mind, and unborn children.	List and discuss consequences of using harmful substances.

	Differentiate between the use and misuse of prescription and nonprescription drugs.	
	Examine the different influences in society that cause people to start using different substances.	Understand influences through brainstorming and open discussion.
	Identify where to obtain help when confronted with alcohol or drug related problems.	Each student will create a plan for escaping dangerous situations.

Child Abuse, Including Sexual Exploitation	Performance Indicators	Sample Activities
	Recognize different types of child abuse.	Identify and discuss various types of abuse.
	Recognize and avoid situations that can increase the risk of abuse.	Role-play applying refusal skills.
	Students will be educated about safe havens and safe persons.	Identify the different resources available for those who have been sexually abused, molested, or assaulted.

Emergencies	Performance Indicators	Sample Activities
	Analyze community emergency services and explore the effective means of using them	Invite Emergency Medical Service workers to visit and educate through question and answer discussion.
	Learn standard first-aid procedures such as abdominal-thrust maneuver and cardiopulmonary resuscitation.	Demonstrate standard first aid procedure through illustrations, diagram and role-playing.
	Recognize the risk of contracting diseases while administering CPR and distinguish myth and fact using scientific data.	

Unifying Idea: Respect for and promotion of the health of others.

Standard: Students will play a positive, active role in promoting the health of their families.

Roles of Family Members	Performance Indicators	Sample Activities
	Recognize that parenting involves moral, social, legal, and financial responsibilities and is, therefore, an activity appropriate for responsible adults only.	Create situations using rules and a budget.
	Identify safety hazards in the home and learn ways to correct hazards.	Each student can do a home-check, share findings, and discuss solutions.
	Examine the role of values and beliefs of parents and what influence this will have on their children.	In small groups, students will brainstorm and discuss different values and beliefs.
	Recognize the difficulties and challenges of being a teenage parent.	Invite a representative of a community organization to address the students on these difficulties and challenges.
	Explore the responsibilities of all members of the family and realize that these responsibilities change as you get older.	Role-play different stages of life with conflicts and resolutions.

Change and the Family	Performance Indicators	Sample Activities
	Identify effective strategies to cope with change in the family, such as seeking assistance from a parent, a trusted adult, a support system, and/or counseling.	Invite health care providers from the community to speak to students.

Standard: **Students will promote positive health practices within the school and community, including developing positive relationships with their peers.**

Friendship and Peer Relationships	Performance Indicators	Sample Activities
	Promote positive health behaviors among peers including acknowledging and supporting the health needs of others.	Create hypothetical family situations with rules and a budget.
	Examine when to help peers know they should seek help from a parent or other trusted adult.	Role-play strategies to convince friends to seek adult help.
	Identify that positive peer relationships in adolescence are a key to good health.	Discuss positive peer relationships.
	Students will identify the elements of an ideal friendship.	Demonstrate decision-making and problem-solving skills to enhance inter-personal relationships and skills for building and maintaining friendships
	Resolve conflicts in a positive, constructive way.	Interaction through open discussion will be encouraged.
	Interact effectively with many different people, including males and females, and members of different ethnic and cultural groups.	Participate in clubs, sports, and organizations to meet people and make friends.

School and Community –	Performance Indicators	Sample Activities
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Based Efforts to Promote and Protect Health	Examine how laws, policies, and practices influence health locally, nationally, and internationally.	Select examples from media and summarize conclusion.
	Identify the role of public agencies in establishing rules and laws to protect community health now and in the future.	Discuss and analyze the impact of laws, policies, and practices on health-related issues.
	Examine ways to become involved in health promotion efforts at many different levels; for example, choosing not to smoke, supporting the school as a tobacco-free environment, and supporting local efforts to reduce smoking in the community.	Participate in a school-wide function to bring about community awareness. Participate in school efforts to promote health. Encourage others to become involved in health-promotion efforts at school.

Unifying Idea: An understanding of the process of growth and development.

Standard: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Life Cycles	Performance Indicators	Sample Activities
	Develop strategies for coping with concerns and stress related to those changes that occur during puberty.	Identify the changes associated with puberty through illustration and diagrams.
	Manage feelings appropriately.	Maintain a personal journal reflecting feelings.
	Learn behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse.	Education of substance abuse through a guest speaker.
	Practice good personal hygiene, paying particular attention to the changing needs of adolescents.	Watch a video on personal hygiene techniques.

Standard: Students will understand and accept individual differences in growth and development.

Growth and Development	Performance Indicators	Sample Activities
	Recognize individual differences.	Compare and contrast images of ideal bodies to reality. Adapt group activities to include a variety of individuals.
	Students will learn growth chart standards and adapt them to their own bodies.	Develop a realist body image.
	Recognize problems associated with not having a realistic body image, including dieting and eating disorders, and seeking appropriate help.	After hearing a guest speaker on eating disorders and the negative consequences, students will reflect through writings and discussions.
	Understand that there is no exact time frame or age for particular changes to occur.	Refer to growth chart.

Mental and Emotional Development	Performance Indicators	Sample Activities
	Identify, express, and manage feelings appropriately.	Practice good listening and communication skills through role-playing.
	Recognize one's own strengths and limitations.	Each student will recognize own strengths and limitations through open discussion.
	Use of coping strategies including time-management skills.	Encourage students to get involved in peer group discussion sessions, including the use of R.I.K.

Standard: **Students will understand their developing sexuality, will choose to abstain from sexual activity, and will treat the sexuality of others with respect.**

Sexuality	Performance Indicators	Sample Activities
	Identify appropriate ways to show affection.	
	Identify behaviors that support the decision to abstain from sexual activity.	Brainstorm the positive reasons for abstinence.
	Be aware that sexual feelings and desires are natural, but students should be taught to recognize that they do not have to act on these feelings.	Demonstrate assertive and refusal skills and apply those skills to situations involving pressure to be sexually active.

Unifying Idea: **Informed use of health-related information, products, and services that may be helpful or harmful to their health.**

Standard: **Students will identify information, products, and services that may be helpful or harmful to their health.**

Products and Services	Performance Indicators	Sample Activities
	Identify a variety of consumer influences and analyze how those influences affect decisions.	Find and compare advertisements. Discuss and summarize influences on consumers. Recognize helpful products and services.
	Use critical-thinking skills to analyze marketing and advertising techniques and their influence on the selection of health-related services and products.	Using a computerized nutrient analysis program, identify nutritional value with cost efficiency.

	Seek care from the school nurse or school-linked services with families when appropriate.	
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Food Choices	Performance Indicators	Sample Activities
	Learn how to read labels to compare the contents of food products.	In groups, examine food labels and identify less healthy to more healthy.
	Recognize marketing and advertising techniques and their influence on food selection.	Select examples from media and analyze marketing and advertising techniques.
	Develop basic food-preparation skills, including safe and sanitary food preparation and storage.	Find available health services in their community to meet the needs.
	Identify media and peer pressures that promote unrealistic health claims.	Use critical analysis to make good decisions on healthy choices in life, both nutritionally and physically.