Grade 8

Standard 1: **Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

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

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

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

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

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

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

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

GLEs:
1-M-4.1 Identify the causes, symptoms, treatment and prevention of various diseases and disorders.
1-M-4.2 Set personal boundaries and limits related to physical intimacy and sexual

behaviors.

1-M-4.3 Analyze situations where assertive communication and refusal skills can be used to avoid and escape risky situations.

1-M-4.4 Log selection of food and beverages low in fat, sugar, and salt and high in nutrients when eating out and preparing meals at home.

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

GLEs:

1-M-5.1 Identify basic male and female reproductive body parts and their functions.

1-M-5.2 Analyze the role of hormones in the reproductive maturation.

1-M-5.3 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).

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

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

GLEs:

2-M-1.1 Explain how the perceptions of cultural and peer norms influence healthy and unhealthy behaviors.

2-M-1.2 Describe how some health risk behaviors can influence the likelihood of engaging in additional unhealthy behaviors.

2-M-1.3 Compare the roles of heredity, food selection, and activity level in weight control.

2-M-1.4 Recognize health care disparities of different cultures, races and ethnic groups in the community.

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

GLEs:

2-M-2.1 Identify how media influence the selection of health information and products.

2-M-2.2 Describe the ways that technology positively affects health (e.g., high-technological medical equipment).

2-M-2.3 Analyze ways that music, television and internet influence behaviors; such as risky sexual behavior, use of tobacco and alcohol and drugs.

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

GLEs:

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-3.2 Discuss influence of values and beliefs on healthy relationships (e.g., respecting others, self-respect, positive interactions with others).

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

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

GLEs:

3-M-1.1 Determine the accessibility of services and products that enhance health (e.g., clinics, farmers markets).

3-M-1.2 Differentiate accurate from inaccurate health information on varying topics (e.g., sexual health information, alcohol and drugs and tobacco use).

3-M-1.3 Evaluate the accuracy of claims about dietary supplements and popular diets.

3-M-1.4 Discuss a credible Internet source for health information (e.g., types of diets, energy drinks, best vegetables to eat).

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

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

GLEs:

4-M-1.1 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).

4-M-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-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.

4-M-1.4 Identify the warning signs of an abusive relationship.

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

GLE:

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

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

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

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

GLE:
4-M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.

Standard 5: **Students will demonstrate the ability to use decision-making skills to enhance health.**

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

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

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

GLEs:
5-M-2.1 Analyze the positive and negative consequences of a health-related decision.
5-M-2.2 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).

Standard 6: **Students will demonstrate the ability to use goal-setting skills to enhance health.**

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

GLE:
6-M-1.1 Revise personal health goals in response to changing information, abilities, priorities, and responsibilities.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

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

GLEs:
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-1.2 Chart progress toward behavior changes.
7-M-1.3 Evaluate the results of the behavior changes.

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

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

Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.

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

GLEs:
8-M-1.1 Identify barriers to effective communication about health issues.
8-M-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).

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

GLE:
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).