

8th Grade Health Scope & Sequence

Days	Unit	Standard(s)/Outcome(s)	Essential/Guiding Questions
	<u>Mental and Emotional Health:</u>		<u>Mental and Emotional Health Unit Essential Questions:</u>
3	S.M.A.R.T. Goals	<p>Evaluate one’s personal wellness. 1a.8.1</p> <p>Reframe a challenge as an opportunity. 1a.8.5</p> <p>Describe how personal responsibility for one’s choices is linked to self-worth and growth. 1a.8.6</p> <p>Describe how culture, media, family, friends, and society may influence the attitudes, behaviors, and decisions of young people. 1d.5.10</p> <p>Describe the influence of culture on health beliefs, practices, and behaviors. 2.MS.a</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p>	<p>How can goal setting help a person achieve personal wellness?</p> <p>How can the SMART goal setting process help you overcome your roadblocks?</p> <p>How can your passions and accomplishments guide your goals?</p>

		<p>Analyze how messages from media influence health behaviors. 2.MS.e</p> <p>Analyze the outcomes of a health-related decision. 5.MS.g</p> <p>Assess personal health practices. 6.MS.a</p> <p>Develop a goal to adopt, maintain, or improve a personal health practice. 6.MS.b</p> <p>Apply strategies and skills needed to attain a personal healthy goal. 6.MS.c</p> <p>Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. 6.MS.d</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p>	
4	Stress and Anxiety	Describe a variety of appropriate ways to respond to stress when angry or upset. 1a.7.9	Think about a time when you experienced a high level of emotional stress (like a test or a relationship problem). How did it affect you physically?

		<p>Explain how the expression of emotions or feelings can help or hurt oneself and others. 1a.8.3</p> <p>Describe how personal responsibility for one's choices is linked to self-worth and growth. 1a.8.6</p> <p>Explain the causes and effects of stress. 1a.8.8</p> <p>Explain positive and negative ways of dealing with stress. 1a.8.9</p> <p>Explain the causes, symptoms, and effects of anxiety. 1a.8.10</p> <p>Analyze the risks of impulsive behaviors. 1a.8.11</p> <p>Describe the influence of culture on health beliefs, practices, and behaviors. 2.MS.b</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Explain the influence of personal values and beliefs on individual</p>	<p>Think about a time when you had a physical health problem (like an injury or illness). How did it affect you emotionally or mentally?</p> <p>What does "mindfulness" mean?</p> <p>What is the connection between mind and body when experiencing stress or anxiety?</p>
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		<p>health practices and behaviors. 2.MS.h</p> <p>Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d</p> <p>Assess personal health practices. 5.MS.a</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p>	
2	Depression	<p>Describe the connection between depression and brain chemistry. 1a.7.10</p> <p>Explain the causes, symptoms, and effects of depression. 1a.7.11</p> <p>Explain how the expression or feelings can help or hurt oneself and others. 1a.8.3</p> <p>Describe how personal responsibility for one's choices is linked to self-worth and growth. 1a.8.6</p>	<p>What is depression?</p> <p>What are common warning signs for depression?</p> <p>How can you help a friend who may be feeling depressed?</p>

		<p>Describe the influence of culture on health beliefs, practices, and behaviors. 2.MS.b</p> <p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g</p> <p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i</p> <p>Analyze the validity of health promotion, products, and services. 3.MS.a</p> <p>Assess valid health information from home, school and community. 3.MS.b</p> <p>Locate valid and reliable health products and services. 3.MS.e</p> <p>Assess personal health practices. 6.MS.a</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p>	
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4	Suicide	<p>Explain the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. 1a.8.12</p> <p>Describe the signs and symptoms of people who are in danger of hurting themselves or others. 1a.8.13</p> <p>Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. 1a.8.14</p>	<p>What is suicide?</p> <p>What are some warning signs for a person that may be suicidal?</p> <p>What is the number one cause of suicide?</p> <p>What can you do to help someone with suicide ideation?</p>
1	Speaker from the Guidance Department on the topic of Mental and Emotional Health	<p>Summarize how to get help for someone who is self-harming. 1a.7.22</p> <p>Explain how the expression of emotions or feelings can help or hurt oneself and others. 1a.8.3</p> <p>Demonstrate empathy to others who have different feelings, thoughts, and experiences. 1a.8.4</p> <p>Describe how personal responsibility for one's choices is linked to self-worth and growth. 1a.8.6</p> <p>Explain positive and negative ways of dealing with stress. 1a.8.9</p>	<p>What different emotions do you experience during a typical day?</p> <p>How do you deal or cope with all of your different emotions?</p>

		<p>Analyze the risk factors of impulsive behaviors. 1a.8.11</p> <p>Summarize the negative impact of stigma on health-seeking behavior. 1a.8.23</p> <p>List qualities of an adult whom a student can rely upon for support. 1d.8.13</p> <p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i</p> <p>Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d</p> <p>Describe situations that may require professional health services. 3.MS.d</p> <p>Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.g</p>	
3	Coping Skills	<p>Explain how the expression of emotions or feelings can help or hurt oneself and others. 1a.8.3</p>	<p>How do you cope with stressors in your life?</p>

		<p>Demonstrate empathy to others who have different feelings, thoughts, and experiences. 1a.8.4</p> <p>Describe how personal responsibility for one's choices is linked to self-worth and growth. 1a.8.6</p> <p>Explain positive and negative ways of dealing with stress. 1a.8.9</p> <p>Analyze the risk factors of impulsive behaviors. 1a.8.11</p> <p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i</p> <p>Describe situations that may require professional health services. 3.MS.d</p> <p>Demonstrate how to ask for assistance to enhance the health of self and others. 4.MS.d</p> <p>Choose healthy alternatives over unhealthy alternatives when making a decision. 5.MS.g</p>	<p>What does being mindful mean to your personal wellness?</p> <p>What techniques can someone do to practice mindfulness?</p>
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		Demonstrate healthy practices and behaviors that will maintain or improve the health of self or others. 7.MS.c	
	<u>Substance Abuse Prevention</u>		<u>Substance Abuse Prevention Unit Essential Questions:</u>
3	Drug Terminology/ Addiction	<p>Identify factors that contribute to addiction. 1a.7.21</p> <p>Identify addiction as long-term compulsive behavior despite negative consequences. 1a.8.24</p> <p>Identify the effects of addiction on self and others. 1a.HS1.9</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.b</p> <p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g</p> <p>Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.MS.h</p>	<p>In your opinion, which stage of addiction do you think is the worst? Why?</p> <p>How does one person's addiction affect themselves, their family, and the society that they live in?</p>

		<p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i</p> <p>Explain how school and public health policies can influence health promotion and disease prevention. 2.MS.j</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p>	
1	Speaker from Health Department on the topic of Substance Abuse Prevention	<p>Identify addiction as long-term compulsive behavior despite negative consequences. 1a.8.24</p> <p>Describe the relationship between substance use and health risks including unintentional injuries, violence, suicide, and sexual risk behaviors. 1b.8.2</p> <p>Defend the benefits of being free from alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances. 1b.8.4</p>	How can the choices that you make today impact my future self?

		<p>List qualities of an adult whom a student can rely upon for support. 1d.8.13</p> <p>Examine how the family influences the health of adolescents. 2.MS.a</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Explain the influence of personal values and beliefs on individual health practices and behaviors. 2.MS.h</p> <p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i</p> <p>Access valid health information from home, school, and community. 3.MS.b</p> <p>Analyze the outcomes of a health-related decision. 5.MS.g</p> <p>Develop a goal to adopt, maintain, or improve personal health practices. 6.MS.b</p>	
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		<p>Apply strategies and skills needed to attain a personal health goal. 6.MS.c</p> <p>Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. 6.MS.d</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p> <p>Demonstrate how to influence and support others to make positive health choices. 8.MS.b</p>	
2	Over-the-Counter (OTC) and Prescription (Rx) Drugs	<p>Identify the negative effects of incorrect use of prescription drugs and over-the-counter medicines. 1b.7.1</p> <p>Summarize the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1.b.8.1</p> <p>Describe the relationship between substance use and health risks including unintentional injuries,</p>	<p>What are consequences of using OTC and Prescription drugs inappropriately?</p> <p>If you were at a Pharm Party but chose to not take any drugs, what risks would you still be taking?</p> <p>If you were a pharmaceutical manufacturer, what would you require to be printed on all pills – not bottles but the actual medicine?</p>

		<p>violence, suicide, and sexual risk behaviors. 1b.8.2</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Analyze how messages from media influence health behaviors. 2.MS.e</p> <p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g</p> <p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i</p> <p>Analyze the validity of health information, products, and services. 3.MS.a</p> <p>Access valid health information from home, school, and community. 3.MS.b</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.a</p>	
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		<p>Predict the potential short-term impact of each alternative on self and others. 5.MS.e</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p>	
3	Heroin	<p>Summarize the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1.b.8.1</p> <p>Describe the relationship between substance use and health risks including unintentional injuries, violence, suicide, and sexual risk behaviors. 1b.8.2</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Analyze how messages from media influence health behaviors. 2.MS.e</p> <p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g</p>	<p>If Heroin is the most addictive illegal drug, why do you think many people still try it?</p> <p>Do you think someone who is a heroin addict could fully recover and live a healthy life? Why or why not?</p> <p>What power do other people have over an addict's life?</p>

		<p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i</p> <p>Analyze the validity of health information, products, and services. 3.MS.a</p> <p>Access valid health information from home, school, and community. 3.MS.b</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.a</p> <p>Predict the potential short-term impact of each alternative on self and others. 5.MS.e</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p>	
3	Fentanyl	Summarize the negative consequences of using alcohol, nicotine products, marijuana products, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. 1.b.8.1	<p>What makes fentanyl so dangerous to a person's health?</p> <p>Why would someone be prescribed fentanyl?</p>

		<p>Describe the relationship between substance use and health risks including unintentional injuries, violence, suicide, and sexual risk behaviors. 1b.8.2</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Analyze how messages from media influence health behaviors. 2.MS.e</p> <p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g</p> <p>Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.MS.i</p> <p>Analyze the validity of health information, products, and services. 3.MS.a</p> <p>Access valid health information from home, school, and community. 3.MS.b</p>	<p>What are some examples of community resources for help?</p>
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		<p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.a</p> <p>Predict the potential short-term impact of each alternative on self and others. 5.MS.e</p> <p>Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a</p>	
	<u>Safety and Violence Prevention:</u>		<u>Safety and Violence Prevention Unit Essential Questions:</u>
2	Internet Safety	<p>Evaluate how sharing or posting personal information electronically about self or others on social media sites can impact mental and emotional health. 1a.8.10</p> <p>Analyze positive and negative effects of social media. 1a.HS1.16</p> <p>Analyze the negative consequences of sending sexually explicit pictures or messages by email or cell phone or posting sexually explicit pictures on social media sites. 1c.8.19</p>	<p>How can a person stay safe on the internet?</p> <p>What does your current online profile suggest about your character?</p>

		<p>Identify how to use technology and social media safely and respectfully and laws pertaining to dissemination of intimate images. 1d.8.3</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Analyze how messages from media influence health behaviors. 2.MS.e</p> <p>Analyze the influence of technology on personal and family health. 2.MS.f</p> <p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g</p> <p>Describe situations that may require professional health services. 3.MS.d</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b</p> <p>Analyze the outcomes of a health-related decision. 5.MS.g</p> <p>Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c</p>	
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4	Healthy/Unhealthy Relationships	<p>Distinguish healthy relationships from unhealthy ones. 1c.8.1</p> <p>Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. 1c.8.3</p> <p>Summarize why individuals have the right to refuse sexual contact. 1c.8.4</p> <p>Analyze factors and other substances that can affect the ability to give or perceive consent to sexual activity. 1c.8.5</p> <p>Explain the importance of setting personal limits to avoid sexual risk behaviors. 1c.8.6</p> <p>Describe the state and federal laws that impact young people's sexual health rights, ability to give and receive sexual consent, and engagement with sexually explicit media. 1c.8.18</p> <p>Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions. 1d.8.4</p>	<p>How can a person establish a healthy relationship?</p> <p>How can a person establish healthy relationships?</p> <p>What are 3 qualities of an unhealthy relationship?</p>
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		<p>Explain the importance of setting and respecting personal limits/boundaries. 1d.8.5</p> <p>Describe why individuals have the right to refuse sexual contact. 1d.8.6</p> <p>Define affirmative consent. 1d.8.7</p> <p>Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 1d.8.8</p> <p>Demonstrate the ability to recognize and respond to situations that threaten sexual health safety. 1d.8.15</p> <p>Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.8.16</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Analyze how messages from media influence health behaviors. 2.MS.e</p>	
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		<p>Analyze the influence of technology on personal and family health. 2.MS.f</p> <p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g</p> <p>Describe situations that may require professional health services. 3.MS.d</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b</p> <p>Analyze the outcomes of a health-related decision. 5.MS.g</p> <p>Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c</p>	
1	Speaker from RCIS on the topic of Safety and Violence Prevention	<p>Distinguish healthy relationships from unhealthy ones. 1c.8.1</p> <p>Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. 1c.8.3</p> <p>Summarize why individuals have the right to refuse sexual contact. 1c.8.4</p>	What is the difference between sexual assault/rape?

		<p>Analyze factors and other substances that can affect the ability to give or perceive consent to sexual activity. 1c.8.5</p> <p>Explain the importance of setting personal limits to avoid sexual risk behaviors. 1c.8.6</p> <p>Describe the state and federal laws that impact young people's sexual health rights, ability to give and receive sexual consent, and engagement with sexually explicit media. 1c.8.18</p> <p>Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions. 1d.8.4</p> <p>Explain the importance of setting and respecting personal limits/boundaries. 1d.8.5</p> <p>Describe why individuals have the right to refuse sexual contact. 1d.8.6</p> <p>Define affirmative consent. 1d.8.7</p> <p>Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 1d.8.8</p>	
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		<p>Describe situations and behaviors that constitute sexual mistreatment grooming, harassment, abuse, assault, exploitation, and boundary violations. 1d.8.12</p> <p>Identify a source of support that a student can go to if they or someone they know is being abused or assaulted. 1d.8.14</p> <p>Demonstrate the ability to recognize and respond to situations that threaten sexual health safety. 1d.8.15</p> <p>Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.8.16</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Analyze how messages from media influence health behaviors. 2.MS.e</p> <p>Analyze the influence of technology on personal and family health. 2.MS.f</p>	
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		<p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g</p> <p>Describe situations that may require professional health services. 3.MS.d</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b</p> <p>Analyze the outcomes of a health-related decision. 5.MS.g</p> <p>Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c</p>	
Optional if time allows	Speaker from Amatus on the topic of Safety and Violence Prevention	<p>Distinguish healthy relationships from unhealthy ones. 1c.8.1</p> <p>Describe strategies a student might use to end an unhealthy relationship, including involving a trusted adult who can help. 1c.8.3</p> <p>Summarize why individuals have the right to refuse sexual contact. 1c.8.4</p> <p>Analyze factors and other substances that can affect the ability</p>	Why is it important to recognize unhealthy relationship signs?

		<p>to give or perceive consent to sexual activity. 1c.8.5</p> <p>Explain the importance of setting personal limits to avoid sexual risk behaviors. 1c.8.6</p> <p>Describe the state and federal laws that impact young people's sexual health rights, ability to give and receive sexual consent, and engagement with sexually explicit media. 1c.8.18</p> <p>Distinguish between appropriate and inappropriate verbal and/or non-verbal interactions. 1d.8.4</p> <p>Explain the importance of setting and respecting personal limits/boundaries. 1d.8.5</p> <p>Describe why individuals have the right to refuse sexual contact. 1d.8.6</p> <p>Define affirmative consent. 1d.8.7</p> <p>Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched. 1d.8.8</p>	
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		<p>Describe situations and behaviors that constitute sexual mistreatment grooming, harassment, abuse, assault, exploitation, and boundary violations. 1d.8.12</p> <p>Identify a source of support that a student can go to if they or someone they know is being abused or assaulted. 1d.8.14</p> <p>Demonstrate the ability to recognize and respond to situations that threaten sexual health safety. 1d.8.15</p> <p>Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. 1d.8.16</p> <p>Describe how peers influence healthy and unhealthy behaviors. 2.MS.c</p> <p>Analyze how messages from media influence health behaviors. 2.MS.e</p> <p>Analyze the influence of technology on personal and family health. 2.MS.f</p>	
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		<p>Explain how the perceptions of norms influence healthy and unhealthy behaviors. 2.MS.g</p> <p>Describe situations that may require professional health services. 3.MS.d</p> <p>Demonstrate refusal and negotiation skills to avoid or reduce health risks. 4.MS.b</p> <p>Analyze the outcomes of a health-related decision. 5.MS.g</p> <p>Demonstrate behaviors that avoid or reduce health risks to self and others. 7.MS.c</p>	
	<u>Family Life and Human Sexuality:</u>	Side-by-Side CCPS and MSDE Family Life and Human Sexuality Indicators	<u>Family Life and Human Sexuality Unit Essential Questions:</u>
	Parents/Guardians will have three options for the unit of Family Life and Human Sexuality through the electronic permission process. The options are: The CCPS Family Life and Human Sexuality Unit, The Maryland State Department of Education	Grade 8 Side-by-Side Comparison Charts for Family Life and Human Sexuality	<p>What is the function of the male and female reproductive systems?</p> <p>What are the stages of the menstrual cycle?</p> <p>What changes occur to the mother and the developing fetus during pregnancy?</p>

	(MSDE) Family Life and Human Sexuality Unit, or they can exercise their opt out right of both the CCPS and MSDE Family Life and Human Sexuality Units. See the link for the side-by-side comparison charts.		<p>Why is abstinence a healthy choice for young people?</p> <p>How can your decisions as a teenager affect your future?</p> <p>How would effective communication help you in a peer pressure situation?</p>
	<u>End of Course Assessment</u>		<u>End of Course Essential Questions:</u>
1	End of Course Review	Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a	What was the most intriguing and impactful lesson in the 8th grade Health course?
1	End of Course Assessment	Explain the importance of assuming responsibility for personal health behaviors. 7.MS.a	No question – Course Assessment