

8th Grade	Health	Curriculum					
Unit	Sub Topic	Standards Taught (MDE)	Strand	Objective	Assessment	Resources/Technolo	Notes
Nutrition and Physical Activity	Lesson 1: Figuring out the Nutrition & Physical Activity Rumor Mill	Standard One: Core Concepts	1	<p>The students will: Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.</p> <p>Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.</p>	Pre and post quiz	Michigan Model	
	Lesson 2: Learning More From MyPlate	Standard One: Core Concepts	1	<p>The students will: Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits.</p>	Food Log Journal with calorie counting included	Michigan Model, Internet	
	Lesson 5: Health Body Image and Weight	Standard One and Two	1	<p>The students will: Summarize the characteristics of a healthy body image and factors that determine body weight, including body type.</p> <p>Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources.</p>	Find a piece of social media and/image. Give feedback as to why it spoke to you negatively or spotted.	Michigan Model, Internet	

	Lesson 7: Packages Can Trick Us	Standard Two Accessing Information	1	<p>The students will:</p> <p>Use nutrition information on food labels to compare products and select foods for specific dietary goals.</p> <p>Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value.</p>	Collecting and analyzing food labels. Is this item nutrient dense?	Michigan Model, Internet, Food Labels	
	Lesson 8 & 9 Combined	Standard Two, Three and Eight Accessing Information, Health Behaviors and Advocacy	1	<p>The students will:</p> <p>Describe how to access nutrition information about foods offered in restaurants in one's community.</p> <p>Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices one can make when eating out, including at fast food restaurants.</p> <p>Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment. (recommended)</p> <p>Advocate for the availability of appealing, nutrient-dense foods in the school cafeteria and throughout the school environment.</p>	Searching for valid resources on the internet related to health issues. Create a shared document.	Michigan Model, Internet	

<p><b>Alcohol, Tobacco, and Other Drugs</b></p>	<p>All You Need to Know About Drugs and The Teen Brain in 17 Minutes</p>		<p>2</p>	<p>Students will... Recognize the dangers of using drugs during adolescence, when the brain is undergoing crucial development.</p> <p>Identify several parts of the brain that are affected or damaged by drugs.</p> <p>Draw the connection between drug-induced changes in brain and short-and long-term changes in behavior and mood.</p> <p>Recognize the signs of addiction, dependence, abuse and withdrawal.</p>	<p>Pre and Post quiz Areas of the Brain Worksheet Fact or Myth Activity, Project</p>	<p>Michigan Model, Ottawa Substance Abuse Prevention Coalition (OSAP)</p>	
	<p>All You Need to Know About Marijuana in 17 Minutes</p>		<p>2</p>			<p>Michigan Model, Ottawa Substance Abuse Prevention Coalition (OSAP)</p>	
	<p>All You Need to Know About Prescription and OTC Drugs in 17 Minutes</p>	<p>National Standards 1-8</p>	<p>2</p>	<p>The student will... Distinguish between proper and improper use of prescription and over-the-counter drugs.</p> <p>Understand the dangers of mixing different drugs and mixing drugs with alcohol.</p> <p>Recognize the signs of addiction, dependence, abuse and withdrawal.</p>	<p>Turn back time activity A Deadly Game activity</p>	<p>Michigan Model, Ottawa Substance Abuse Prevention Coalition (OSAP)</p>	
	<p>Refusal Skills- Part 1</p>	<p>National Standards 1-8</p>	<p>2</p>	<p>The student will... Effectively resist peer pressure to experiemnt with drugs</p>	<p>Create your own refusal skill situation. Group work using refusal skills.</p>	<p>Michigan Model, Ottawa Substance Abuse Prevention Coalition (OSAP)</p>	

	Refusal Skills - Part 2	National Standards 1-8	2	The student will... Effectively resist peer pressure to experiemnt with drugs	Role play in group using variety of refusal skills.	Michigan Model, Ottawa Substance Abuse Prevention Coalition (OSAP)	
<b>Skills: A Strong Foundation</b>	The Personal Meaning of Health and Wellness	Introductory Lesson		The student will: Create a definition for health and wellness that has personal meaning and includes the spectrum of individual and environmental health.  Construct a rationale for studying health.	Interview with parents		
<b>Social &amp; Emotional Health</b>	Lesson 1: Start With a Good Foundation: Self-Awareness	Transition		The student will: describe the concept of self-awareness and the benefits of understanding oneself. - Assess personal self-awareness.	Make health and wellness mental maps.	Michigan Model, Internet	
	Lesson 2: Self-Awarness: A Key to Stress Management		5	5	The student will: Synthesize how to recognize stress, manage stress, and be prepared for stress.	Stress Quiz: What stresses you out? Analyzize data with students.	Michigan Model, Internet
	Lesson 3: What Teens Need to Know About Stress	4&6		5	The student will: Synthesize how to recognize stress, manage stress, and be prepared for stress.  Assess personal ability to manage stress, including anger management. Develop short- and long-term stress management goals.	Student created stress projects	Michigan Model, Internet

	Lesson 4: Stress & Depression	4	4.2,4.3,4.4	<p>The student will: Describe the warning signs, risk factors, and protective factors for depression and suicide.</p> <p>Locate resources in one's community and on the Internet for information and services regarding depression and suicide prevention; and analyze the validity of these resources.</p>	Class discussion and group work	Michigan Model, Internet	
	Lesson 7: Relationships: Healthy or Unhealthy	4	4.1	<p>The student will: Identify the characteristics of positive and negative relationships and analyze their impact on personal, family, and community health.</p>	Class discussion and group work	Michigan Model, Internet	
<b>Boater's Safety</b>	Water Safety	4		<p><a href="https://www.boat-ed.com/michigan/handbook/page">https://www.boat-ed.com/michigan/handbook/page</a></p>	Lecture format, Written test assessment	Ottawa County Sheriff's Department Guest teacher. State Booklet, Powerpoint	