

Health Curriculum - Grade 8

High Priority Standards

National Health Standard 2: (Analyzing Influences)

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

Learning Goal

The student will be able to ‘take a deeper look at influences across multiple contexts and factors and then analyze how those influences have an impact on actions and behaviors’. (Benes & Alperin, 2016, pg. 89)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal as evidenced by

- recognizing influences from different contexts and how they affect social health.
- recognizing influences from different contexts and how they affect sexual health.
- categorizing influences as having positive or negative impact on health.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- context, social health, sexual health, HIV, STDs, exploitation, positive influence, negative influence, perceptions.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development & Injury Prevention and Safety

- describe situations and influences that could lead to pressure for sexual activity and the risk of contracting HIV and other STDs.
- explain how sexual exploitation can occur through the Internet.
- describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Personal and Community Health

- examine/describe/analyze external influences that impact the health practices, beliefs, and behaviors of adolescents -
 - external - family, peers, school, community, messages from media, and influences of cultures.
 - internal - perceptions of norms, personal values and beliefs.

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- recognize the many influences on adolescent relationships.
- analyze the influence of technology on adolescent and family health.
- explain how school and public health policies can influence health promotion and disease prevention.

Identify the influence.

Analyze the influence.

How do I know it is influencing me?

What messages am I receiving from this influence?

Is this a positive or negative influence?

How much is this influencing my thoughts, values, beliefs, or actions?

(*Examine* how other factors may be interacting with this influence and how that may be affecting my thoughts, values, beliefs, and behavior choices. *Consider* whether I need to do anything about this influence. What is the best plan of action to handle this influence in my life?) (Benes & Alperin, 2016, pg. 89)

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High Priority Standards

National Health Standard 3: (Accessing Information)

Student will demonstrate the ability to access valid information and products, and service to enhance health.

Learning Goal

Student will be able to 'analyze sources to determine validity'. (Benes & Alperin, 2016, pg. 68)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- determining if health information, products, and services are accurate.
- identifying medically-accurate resources and health care providers in school, community, and on the internet.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- medically-accurate, health care provider, gender identity, gender expression, sexual orientation, safe surrender policies, prenatal care, non-communicable disease.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- identify medically-accurate and credible sources of information about reproductive and sexual health.
- identify medically-accurate resources about pregnancy prevention and reproductive health care.
- identify medically-accurate sources of pregnancy-related information and support
- identify health care providers for reproductive and sexual health services.

Drug Awareness

- determine ways in which different drugs affect the body and how they interact with body chemistry.

Injury Prevention and Safety

- locate resources in school, in the community, and on the internet for first aid information and training, and assess the validity of the resources.

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- connect causative factors, symptoms, treatment and preventive measures to their appropriate non-communicable disease.

Personal and Community Health

- access valid health information from homes, school, and community.
- determine the accessibility of products that enhance health.
- locate valid and reliable health products and services.
- describe situations that may require professional health services.

analyze sources

ACCESS

Is it **A**ccurate?

Is it **C**redible?

Is it **C**urrent?

Is it **E**asy to use and access?

What **S**ituations is it best used in?

Are claims or information **S**upported? (Benes & Alperin, 2016, pg. 68)

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High Priority Standards

National Health Standard 4: (Interpersonal Communication)

Student will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Learning Goal

The student will be able to 'continue to advance and expand self-expression and conflict resolution'. (Benes & Alperin, 2016, pg. 105)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- using verbal and non-verbal communication to increase healthy outcomes.
- using verbal and non-verbal communication to decrease unhealthy outcomes.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- verbal communication, non-verbal communication, assertive, conflict management, resolution.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.

Mental, Emotional, and Social Health

- solve problems related to the management of difficult feelings, such as loss or disappointment.

Personal and Community Health

- use assertive communication skills to avoid situations that increase risk of communicable disease or illness.

use effective verbal communication;

I TELL YOU

Identify feelings (thoughts, ideas)

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- Tell feelings (thoughts, ideas)
- Express using I-statements
- Look at the person (people) you are speaking to
- Listen to the response
- Your body language is appropriate
- Open mind
- Use assertive communication style

use effective conflict resolution [or conflict management and resolution strategies;

CONFLICT

- Calm attitude, manage stress
- Open to opposing views
- Never make assumptions about what the other person (party) is thinking or feeling
- Focus on action, not person (“I’m not mad at *you*, I’m mad at what you *did*.”)
- Look for other options
- I-statements
- Compromise (Negotiate a solution.)
- Teamwork (Make the decision together.)

use effective negotiation;

SLIDE

- State what you want/need
- Listen and clarify
- Identify with other perspectives
- Determine common ground
- Elicit agreement (Benes & Alperin, 2016, pg. 105)

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High Priority Standards

National Health Standard 5: (Decision Making)

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

Learning Goal

The student will be able to 'apply steps of decision making and increase levels of critical thinking'. (Benes & Alperin, 2016, pg. 119)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- applying decision making to different situations to determine healthy choices.
- connecting the decision made with possible health outcome.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- decision making, outcome, FDA, privilege, supplements.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- demonstrate the use of decision-making model and evaluate possible outcomes of decisions adolescents might make to protect against teen pregnancy and communicable disease.
- analyze the responsibilities and privileges of becoming a young adult.

Nutrition and Physical Activity

- describe the relationship between poor nutrition and health risk factors.
- evaluate the accuracy of claims about dietary supplements and popular diets.
- describe how to access nutrition information about foods offered in restaurants in one's community.
- identify places where youths and families can be physically active.
- contrast healthy and risky approaches to weight management.

DECIDE

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Determine the decision - what is it? Does it require thought? Do I need help?

Examine options (healthy and unhealthy alternatives).

Consider the consequences.

Identify values and influences that may affect the decision.

Decide on the healthiest option and act on the decision.

Evaluate and reflect on the outcome. (Benes & Alperin, 2016, pg. 119)

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High Priority Standards

National Health Standard 6: (Goal Setting)

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

Learning Goal

The student will be 'introduced to SMART goals and increase the extent of the needs assessment'. (Benes & Alperin, 2016, pg. 135)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- recognizing adolescent health issues and select appropriate strategies to solve or prevent problems.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- strategies, HIV, AIDS, STDs, priorities, responsibilities.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Growth and Development

- describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.

Nutrition and Physical Activity

- assess personal healthy practices.
- develop a goal to adopt, maintain, or improve a personal health practice.

Personal and Community Health

- apply strategies and skills needed to attain a personal health goal.
- describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

Assess the positive areas and areas for improvement of your personal health.

Identify the areas of health that need improvement or that you want to maintain or enhance.

Create a SMART goal that will address the improvement or maintenance of one health need.

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Apply strategies and skills to assist with accomplishing the goal.

Record, reflect on, and evaluate goal progress.(Benes & Alperin, 2016, pg. 135)

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High Priority Standards

National Health Standard 7: (Self-Management)

Student will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Learning Goal

The student will be able to 'reinforce the importance of personal responsibility and variety of behaviors'. (Benes & Alperin, 2016, pg. 153)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- describing ways to treat others with respect for their health.
- describing ways to care for self with healthy practices and behaviors.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- responsibility, dignity, respect, practice, behavior, disease, cancer, self-examinations, discrimination.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Grow and Development

- practice personal boundaries in a variety of situations.

Nutrition Physical Activity

- describe the relationship between poor nutrition and health risk factors.

Mental, Emotional and Social Health

- demonstrate basic movements in other stress-reducing activities, such as yoga and tai chi.

Injury Prevention and Safety

- demonstrate behaviors to avoid or reduce health risks to self and others.

Personal and Community Health

- demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

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- explain the importance of assuming responsibility for personal health behaviors.

I AM HEALTHY

Identify current health behaviors.

Analyze your health content.

Make a plan for behaviors change or reinforcement.

Help - get help if you need it.

Explain your role in maintaining and enhancing your health.

Access information, products, and services to support health behaviors.

List barriers and facilitators for the behavior change.

Track progress on the behavior change or reinforcement.

How did your behavior change work? What would you change?

You are in control.

I APPEAR

Identify health behaviors, wants, and needs with in your context.

Access information, products, and services necessary to support health-enhancing behaviors or behavior changes.

Practice health-enhancing behaviors.

Practice avoiding risky health behaviors.

Explain your role in your health.

Assess the outcomes of the behavior changes or of the current health practices.

Reflect on current health practices or changes made.(Benes & Alperin, 2016, pg. 153)

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High Priority Standards

National Health Standard 8: (Advocacy)

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

Learning Goal

The student will be able to 'continue to tailor messages and extend advocacy efforts to larger audiences and issues'. (Benes & Alperin, 2016, pg. 166)

Proficiency Scale

4: Student demonstrates innovation, in depth inference(s), or advanced application(s) with the learning goal.

3: Student demonstrates evidence of the learning goal by

- demonstrating how to influence and support others to make healthy choices.
- working cooperatively to advocate for healthy individuals, families, and schools.

2: Student demonstrates overall proficiency with the objectives and essential vocabulary such as

- influence, cooperative, advocate, health-enhancing, positive, respectful, audience.

1: Student demonstrates limited proficiency with the objectives and essential vocabulary.

Learning Targets

Student will be able to:

Mental, Emotional, and Social Health

- support and encourage safe, respectful, and responsible relationships.

Personal and Community Health

- promote a positive and respectful school environment.
- demonstrate the ability to be a positive peer role model in the school and community.
- state a health-enhancing position on a topic and support it with accurate information.
- demonstrate how to influence and support others to make positive health choices.
- identify ways in which health messages and communication techniques can be altered for different audiences.

I CARE

Identify and research a relevant and meaningful health issue.

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Create a health-enhancing position or message about the issue that is supported by facts and evidence and is geared toward the audience.

Act passionately and with conviction.

Relay your health-enhancing message to your audience.

Evaluate the effectiveness of the advocacy. (Benes & Alperin, 2016, pg. 166)