

## Health Education Grade 8 Supplemental Teaching Resources

Essential Learning Objective	Performance Indicators	Supplemental Teaching Resources
<p><b>1. Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <p>A1. Analyze the impact of nutritional choices on future reproductive and prenatal health</p> <p>B1. Analyze how internal and external influences affect growth and development, relationships, and sexual behavior</p> <p>B2. Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs</p> <p>E1. Analyze the influence of culture on family values and practices</p> <p>F1. Analyze the influence of culture, media, and technology on health decisions</p>	<p><i>The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment.</i> by Sarah Benes &amp; Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio &amp; Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p>
<p><b>Above objective aligned with AASD Content Domain(s):</b> Nutrition and Physical Activity; Growth, Development, and Sexual Health; Mental, Emotional and Social Health; Personal and Community Health</p>		
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<p><b>2. Students will demonstrate the ability to access valid health information and products and services to enhance health.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <p>B1. Locate medically and scientifically accurate sources of information on reproductive health</p> <p>C1. Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying</p> <p>D1. Evaluate the influence of marketing and advertising techniques and how they affect ATOD and abuse</p> <p>F1. Demonstrate how to access school and community health services</p>	<p><i>The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment.</i> by Sarah Benes &amp; Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><i>Tools for Teaching Comprehensive</i></p>

		<p><i>Human Sexuality Education.</i> by Dominick Splendorio &amp; Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p>
<p><b>Above objective aligned with AASD Content Domain(s):</b> Growth, Development, and Sexual Health; Mental, Injury Prevention and Safety; Alcohol, Tobacco and Other Drugs; Personal and Community Health</p>		
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<p><b>3. Students will demonstrate the ability to use interpersonal communication and skills to enhance health and avoid or reduce health risks.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <p>A1. Practice effective communication skills with family members regarding accessing nutrition and physical activity</p> <p>B1. Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior</p> <p>B2. Use effective verbal and nonverbal communication skills to prevent sexual involvement</p> <p>C1. Describe ways to manage interpersonal conflicts nonviolently</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes &amp; Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio &amp; Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p>
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<p><b>4. Students will demonstrate the ability to use decision-making</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <p>B1. Identify how good health practices in adolescence affect lifelong health and the health of future children</p>	<p><i>The Essentials of Teaching Health Education: Curriculum, Instruction,</i></p>

<p><b>skills to enhance health.</b></p>	<p>C1. Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment</p> <p>E1. Monitor personal stressors and assess techniques for managing them</p> <p>E2. Describe situations for which someone would seek help with stress, loss, and unrealistic body image, or depression</p> <p>F1. Analyze the characteristics of informed health choices</p>	<p><i>and Assessment.</i> by Sarah Benes &amp; Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio &amp; Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p>
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**Above objective aligned with AASD Content Domain(s):**  
Growth, Development, and Sexual Health; Injury Prevention and Safety; Mental, Emotional and Social Health; Personal and Community Health

<p><b>Essential Learning Objective</b></p>	<p><b>Performance Indicators</b></p>	<p><b>Supplemental Teaching Resources</b></p>
<p><b>5. Students will demonstrate the ability to use goal-setting skills to enhance health.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <p>B1. Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy</p> <p>D1. Develop short and long-term goals to remain substance free</p> <p>E1. Develop achievable goals for handling stressors in healthy ways</p> <p>F1. Create a plan to incorporate adequate rest and sleep into daily routines</p>	<p><i>The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment.</i> by Sarah Benes &amp; Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio &amp; Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p>

**Above objective aligned with AASD Content Domain(s):**  
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<p><b>6. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <p>B1. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health</p> <p>D1. Use a variety of effective coping strategies when there is ATOD use in group situations</p> <p>E1. Demonstrate skills to avoid or escape from potentially violent situations, including dating</p> <p>F1. Describe situations where Universal Precautions are appropriate</p>	<p><i>The Essentials of Teaching Health Education: Curriculum, Instruction, and Assessment.</i> by Sarah Benes &amp; Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p> <p><i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio &amp; Lori Reichel</p> <p>(also available for public viewing within the site's LMC)</p>
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<p><b>7. Students will demonstrate the ability to advocate for personal, family, and community health.</b></p>	<p><b>Performance will be satisfactory when the student is able to:</b></p> <p>B1. Support and encourage safe, respectful, and responsible relationships</p> <p>C1. Design a campaign for preventing violence, aggression, bullying, and harassment etc.</p> <p>F1. Promote the importance of regular screenings and medical examinations violent situations, including dating</p>	<p><i>The Essentials of Teaching Health Education: curriculum, Instruction, and Assessment.</i> by Sarah Benes &amp; Holly Alperin</p> <p>(also available for public viewing within the site's LMC)</p>

		<i>Tools for Teaching Comprehensive Human Sexuality Education.</i> by Dominick Splendorio & Lori Reichel  (also available for public viewing within the site's LMC)
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