

Grade 8

Standard 1: “Students will comprehend concepts related to health promotion and disease prevention to enhance health” (NHES, 2007).

The performance indicators that support this standard are intended to be taught in a developmentally appropriate manner from the beginning through the end of the eighth grade. These performance indicators specify what students should know and be able to do by the end of grade eight.

Performance Indicators

The student will

- D-8.1.1 Discuss the reasons that individuals use and abuse **alcohol, tobacco, and other drugs (ATOD)**.
- D-8.1.2 Examine the short and long-term effects and consequences of **ATOD** use, including the impact on society.
- D-8.1.3 Explain ways to access laws relating to **ATOD** use, possession, and sales.
- G-8.1.1 Explain how roles, including rules and responsibilities of the members in a family, change over time (e.g., parental responsibilities when parenting a teenager versus parental responsibilities when parenting an infant).
- G-8.1.2 Compare and contrast the structures and functions of the male and female reproductive systems.
- G-8.1.3 Describe health issues that can affect male and female reproductive systems.
- G-8.1.4 Discuss the advantages of **abstinence**.♦♦
- G-8.1.5 Describe signs and symptoms and effective treatments of **sexually transmitted infections and diseases (STIs/STDs), human immunodeficiency virus (HIV), and acquired immunodeficiency disease (AIDS)**.♦♦
- G-8.1.6 Explain effective methods for the prevention of **STIs/STDs, HIV, AIDS, and unintended pregnancy**.♦♦++
- G-8.1.7 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct through the use of technology.
- G.8.1.8 Examine the scientific process of fertilization, prenatal care and development, childbirth, and postnatal care.

D: Alcohol, Tobacco, and Other Drugs

G: Growth, Development, and Sexual Health and Responsibility

I: Injury Prevention and Safety

M: Mental, Emotional, and Social Health

N: Nutrition and Physical Activity

P: Personal and Community Health

*: Exact wording in *National Health and Safety Performance Standards* (NRC, 2011)

♦: Reproductive health instruction is permitted before grade six at the option of local school boards (§59-32-30(A)(1)).

♦♦: Family life and pregnancy prevention instruction is permitted in grades six, seven, and eight at the option of local school boards; STD-prevention instruction is required in these three grades (§59-32-30(A)(2)).

++: Content must be taught separately to male and female students (§50-32-30(F)).

- I-8.1.1 Identify ways to reduce risk of unintentional and intentional injuries in the home, school, and community.
- I-8.1.2 Research the impact of gang activity on individuals, peers, family, school, and the community.
- I-8.1.3 Define **human trafficking**.

- M-8.1.1 Examine factors that contribute to a positive **self-concept**.
- M-8.1.2 Discuss the interrelationship among mental, emotional, social, and physical health during adolescence.
- M-8.1.3 Describe the characteristics of **resiliency**.
- M-8.1.4 Demonstrate effective ways to communicate personal **boundaries** and show respect for the **boundaries** of others.

- N-8.1.1 Examine the benefits of choosing **healthy foods** while following the current federal Dietary Guidelines for Americans.
- N-8.1.2 Discuss ways that **disordered eating** impacts an individual's health, including oral health.
- N-8.1.3 Explain the mental, social and physical benefits of moderate to vigorous physical activity.

- P-8.1.1 Explain the components of personal wellness.
- P-8.1.2 Discuss how heredity, lifestyle, behaviors, environment, and medical care influence an individual's health.
- P-8.1.3 Research ways in which organ, tissue, and blood donations enhance health promotion.

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Standard 2: “Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors” (NHES, 2007).

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Performance Indicators

The student will

- D-8.2.1 Discuss the influence of family, peers, culture, and the media on an individual’s **opioid** use, abuse and dependence.
- D-8.2.2 Evaluate the influence of family, peers, culture, and the media on an individual’s **ATOD** use.

- G-8.2.1 Explain ways that culture and the media influence families and relationships.
- G-8.2.2 Discuss the influence of family, peers, culture, and the media on personal decisions about sexual behavior.

- I-8.2.1 Explain the effect of gangs on personal safety in the community.
- I-8.2.2 Discuss the risk factors, prevention, and support for someone who is involved in human trafficking.

- M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.
- M-8.2.2 Evaluate how external influences affect feelings of **depression**, as well as the risk of self-harm and suicide.
- M-8.2.3 Explain ways that the media influences an individual’s body image.

- N-8.2.1 Describe ways that personal economics and geographic location influence food choices and availability.
- N-8.2.2 Discuss the influence of the environment on a person’s physical activity.

- P-8.2.1 Discuss the ways that **social norms** influence healthy and unhealthy decisions and behaviors.

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Standard 3: “Students will demonstrate the ability to access valid information, products, and services to enhance health” (NHES, 2007).

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Performance Indicators

The student will

- G-8.3.1 Evaluate the availability of **valid** information, community resources, and testing locations related to reproductive health and **STIs/STDs**.
- G-8.3.2 Access **valid** information and resources related to **bullying, cyberbullying, dating violence, sexual harassment, sexual abuse, and sexual assault**.
- M-8.3.1 Locate **valid** health information, products, and services.

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Standard 4: “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).

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Performance Indicators

The student will

- G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.
- G-8.4.2 Utilize communication and **refusal skills** to promote sexual **abstinence** and to avoid **risk behaviors**.♦♦
- G-8.4.3 Compare and contrast ways to communicate with parents, family members, and other **safe adults** about reproductive health and responsible behaviors.

- I-8.4.1 Apply **refusal** and **negotiation skills** to reduce the risk of injury and promote personal safety.

- M-8.4.1 Demonstrate communication skills that foster healthy relationships.

- N-8.4.1 Explain to others the importance of variety and moderation in food selection and consumption with emphasis on **healthy foods** and beverages.

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Standard 5: “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).

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Performance Indicators

The student will

- D-8.5.1 Examine ways that a person’s decisions about **ATOD** affect his or her family and peers, as well as society.
- D-8.5.2 Explain when and how to ask for assistance in dealing with **ATOD** abuse with family members.
- G-8.5.1 Apply a decision-making process to promote **abstinence** and to avoid **risk behaviors**, including the use of the internet.
- I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk when using technology, including the internet, social media, texting, and **sexting**.

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Standard 6: “Students will demonstrate the ability to use goal-setting skills to enhance health” (NHES, 2007).

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Performance Indicators

The student will

- G-8.6.1 Set a personal specific, measurable, attainable, realistic, and timely (**SMART**) **goal** to protect oneself from **STIs/STDs, HIV, and AIDS**.
- G-8.6.2 Explain effective **methods for the prevention of unintended pregnancy** in the context of future family planning.♦♦
- M-8.6.1 Implement a stress-management plan.
- N-8.6.1 Create a personal **SMART goal** to achieve a balanced nutrition plan, monitor the progress of that goal, and make the necessary adjustments to reach it.
- N-8.6.2 Develop and implement a plan to increase physical activity.
- N-8.6.3 Develop and implement a personal balanced nutritional plan that benefits oral health as well as overall health.

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Standard 7: “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).

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Performance Indicators

The student will

- G-8.7.1 Explain how to effectively support a person who has been a victim of **sexual assault, sexual abuse, rape, domestic violence, or dating violence**.
- I-8.7.1 Demonstrate behaviors and strategies to manage conflict in healthy ways.
- I-8.7.2 Plan **protective** strategies to reduce the risk of violence in the home, school, and community.
- M-8.7.1 Implement strategies to maintain or improve mental, emotional, and social health.
- M-8.7.2 Demonstrate effective skills to negotiate agreements about the use of technology in relationships.
- M-8.7.3 Discuss **coping strategies** to increase **resiliency**.
- M-8.7.4 Describe the potential impacts of power differences such as age, status, or position within relationships.
- N-8.7.1 Articulate the importance of assuming personal responsibility for consuming **healthy foods** and beverages, and engaging in physical activity.
- P-8.7.1 Explain behaviors that may lead to the spread of **communicable diseases**.
- P-8.7.2 List actions to include in an oral health plan (e.g., floss, receive regular dental cleanings, brush twice a day).

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Standard 8: “Students will demonstrate the ability to advocate for personal, family, and community health” (NHES, 2007).

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Performance Indicators

The student will

- D-8.8.1 Advocate for positive alternatives to **ATOD** use.
- I-8.8.1 Encourage others to provide **active bystander**-interventions when others are at risk.
- N-8.8.1 Implement an advocacy plan to promote **healthy food** and beverage choices, and physical activity in the community.
- P-8.8.1 Demonstrate ways to encourage others to avoid **risk behaviors**.
- P-8.8.2 Demonstrate ways to advocate for a healthy environment.

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