### Health Curriculum: GRADE 8

#### STANDARD 1:
**Comprehend health related concepts to enhance physical, social and mental health and avoid or reduce health risks.**

1.1 Understand the relationship between physical, social and mental health and overall wellness.

#### STANDARD 2:
**Demonstrate the ability to practice behaviors that enhance physical, social and mental health and avoid or reduce health risks.**

2.1 Use decision-making skills to enhance health.
2.2 Apply goal-setting skills to enhance health.

#### STANDARD 3:
**Demonstrate the ability to access valid information, products and services to enhance physical, social and mental health and avoid or reduce health risks.**

3.1 Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

#### STANDARD 4:
**Demonstrate the ability to use interpersonal communication skills to enhance physical, social and mental health and avoid or reduce health risks.**

4.1 Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks.
4.2 Advocate for personal, family and community health.

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#### Strand: PHYSICAL HEALTH

##### 1.1-1 Physical Activity and Nutrition

- a. Differentiate between physical activity, exercise, health-related fitness, and skill-related fitness.
- b. Describe the recommended amounts and types of moderate and vigorous physical activity for adolescents and adults.
- c. Identify ways to increase daily physical activity and decrease inactivity.
- d. Analyze the short and long-term physical, social and mental benefits of moderate and vigorous physical activity.
- e. Describe the federal dietary guidelines for teens (USDA food pyramid).
- f. Identify the behaviors of a nutrition-wise consumer (e.g. interpreting food labels.)
- g. Explain the similarities and differences among protein, fats, carbohydrates, vitamins, minerals and water regarding nutritional value and food sources.
- h. Explain why some food groups have a greater number of recommended portions than other food groups.
- i. Analyze the benefits of healthy eating, including the benefits of eating in moderation.
- j. Describe the relationship between what people eat their physical activity level, and their body weight.
- k. Identify immediate and long term health consequences of being overweight and healthy and risky approaches to weight management.
- l. Summarize the benefits of drinking water before, during, and after physical activity.

##### 2.1, 2.2-1 Physical Activity and Nutrition

2.1.1 Differentiate between physical activity, exercise, and skill-related fitness.
2.2.1 Use decision-making skills to enhance health.

- a. Demonstrate behaviors that will maintain or enhance physical health.
- b. Apply strategies and skills needed to attain a personal health goal.
- c. Apply strategies and skills needed for increasing personal activity level in and out of PE class.
- d. Develop a Personal Exercise Plan and track progress toward its achievement.
- e. Analyze personal diet and develop a relevant goal to adopt, maintain, or improve healthy practices.
- f. Demonstrate decision-making skills characteristic of a wise food consumer.
- g. Analyze the outcomes of nutrition and activity-related decisions.

##### 3.1-1 Physical Activity and Nutrition

3.1.1 Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

- a. Describe how peers influence healthy and unhealthy behaviors.
- b. Examine social and cultural influences on body weight.
- c. Read food labels to determine healthy snack choices.
- d. Analyze personal diet using nutritional analysis software online.

##### 4.1, 4.2-1 Physical Activity and Nutrition

4.1.1 Advocate for personal, family and community health.
4.2.1 Practice and apply effective verbal and nonverbal communication skills to enhance health and responsible decision making.

- a. Practice and apply effective verbal and nonverbal communication skills to enhance health and responsible decision making.
- b. Advocate for healthy choices with regards to physical activity and nutrition amongst peers and family members.
- c. Encourage others to share their perspective relative to nutrition and physical activity issues.

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*Adapted from National Health Education Standards, HECAT*

Correlation to National Health Education Standards:

- SAS Standard 1 – NHES Standard 1
- SAS Standard 2 – NHES Standard 5, 6, 7
- SAS Standard 3 – NHES Standard 2, 3
- SAS Standard 3 – NHES Standard 4, 8

Adopted by the Board on May 19, 2009
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#### 1.1-2 Growth and Development - Stages of Life

a. Understand the cycle of life - birth adolescence, adulthood and agedness/death and dying.
b. Understand male reproductive physiology
c. Understand female reproductive physiology and menstruation.
d. Know how to properly care for the reproductive system.
e. Understand pregnancy and childbirth.

#### 1.1-3 Growth and Development - Risks of Sexual Activity

a. Describe ways to express affection, love, friendship, and concern.
b. Explain the qualities of a healthy dating relationship.
c. Understand issues surrounding early sexual activity.
d. Know the answer to “When is it sex?”
e. Understand sexually transmitted infections: causes, symptoms, treatment, and prevention.
f. Describe why sexual abstinence is the safest, most effective method to protect against HIV, other STIs (STDs), and pregnancy.
g. Determine the emotional and social benefits of being sexually abstinent.
h. Describe factors that contribute to/ protect one from engaging in sexual risk behaviors.
i. Explain the importance of setting personal limits to avoid sexual risk behaviors.
j. Explain the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.

#### 2.1, 2.2-2 Growth and Development - Stages of Life

a. Demonstrate ability to make choices that positively impact social health during the period of growth and development.
b. Demonstrate an understanding of personal hygiene and proper care of the reproductive system.

#### 3.1-2 Growth and Development - Stages of Life

a. Analyze the validity of online information about human growth and development.
b. Know how to access health services when concerned about adolescent health issues.

#### 3.1-3 Growth and Development - Risks of Sexual Activity

a. Analyze the validity of online information about the risks of sexual activity.
b. Understand how personal, social and cultural influences shape people's perspectives on sexual activity.

#### 4.1, 4.2-2 Growth and Development - Stages of Life

a. Demonstrate communication skills which support resolution of physical health issues related to growth and development.

#### 4.1, 4.2-3 Growth and Development - Risks of Sexual Activity

a. Demonstrate communication strategies for avoiding and removing oneself from pressure situations.
b. Advocate abstinence.
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### Strand: PHYSICAL HEALTH [cont’d]

#### 1.1-4 Substances - Tobacco
- a. Understand why some teenagers use tobacco.
- b. Identify situations likely to lead to tobacco use.
- c. Describe the dangers and short- and long-term physical effects of experimenting with or using tobacco products, including the risk of addiction and impact on physical fitness.
- d. Summarize the short- and long-term physical effects of being exposed to other’s tobacco use e.g., the effects of environmental smoke.
- e. Understand the social, economic, and cosmetic consequences of tobacco use and the benefits of being tobacco-free.

#### 1.1-5 Substances - Alcohol
- a. Understand reasons, including mental, emotional and social health issues, why some teenagers use alcohol and other drugs.
- b. Identify situations likely to lead to alcohol use.
- c. Describe the dangers and short- and long-term physical effects of experimenting with alcohol and other drugs, including the risk of addiction and impact on fitness and athletic performance.
- d. Describe the relationship between using alcohol and other health risks e.g., unintentional injuries, violence, sexual behavior, drinking and driving, drug use.
- e. Summarize the benefits of being alcohol-free.
- f. Describe positive alternatives to using alcohol.
- g. Explain school policies and community laws about alcohol use, including IASAS policy and Singapore drink driving laws.

#### 2.1, 2.2-4-5-6 Substances
- a. Demonstrate appropriate decision-making skills related to tobacco, alcohol and drug use.
- b. Analyze personal values relating to substances and develop a relevant goal to adopt healthy practices.
- c. Demonstrate ability to respond responsibly to peer pressure and apply refusal skills relating to substance use.

#### 3.1-4-5-6 Substances
- a. Access valid sources of information related to tobacco, alcohol and drug use.
- b. Understand family, peer, cultural and media influences on healthy and unhealthy behaviors relating to tobacco, alcohol and drug use, including different values about their use.
- c. Know how to access health services and/or a trusted adult when concerned about adolescent health issues.
- d. Know who to contact for advice or concerns about substance use.

#### 4.1, 4.2-4-5-6 Substances
- a. Use interpersonal communication skills to assertively ask others not to smoke, drink alcohol or use drugs.
- b. Demonstrate communication strategies for avoiding and removing oneself from pressure situations.
- c. Advocate for others to avoid or quit smoking, drinking alcohol or using drugs.
- d. Share personal experiences, thoughts and feelings about tobacco, alcohol and drugs.

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**Strand: PHYSICAL HEALTH [cont’d]**

**1.1-6 Substances - Drugs**

| a. Understand reasons, including mental, emotional, and social health issues, why some teenagers use drugs. |
| b. Identify situations likely to lead to drug use. |
| c. Describe the dangers and short- and long-term physical effects of experimenting with drugs, including inhalants. |
| d. Explain the dangers of drug dependence and addiction to fitness and athletic performance. |
| e. Describe the relationship between using drugs and health risks, such as unintentional injuries, violence, sexual behavior, and alcohol use. |
| f. Explain the risks associated with using drugs and driving a motor vehicle. |
| g. Summarize the benefits of being drug-free. |
| h. Describe positive alternatives to using drugs. |
| i. Explain why using tobacco, alcohol, or other substances is an unhealthy way to manage stress. |
### STANDARD 1: Comprehend Health Related Concepts to Enhance Physical, Social and Mental Health and Avoid or Reduce Health Risks

1.1 Understand the relationship between physical, social and mental health and overall wellness.

### STANDARD 2: Demonstrate the Ability to Practice Behaviors That Enhance Physical, Social and Mental Health and Avoid or Reduce Health Risks

2.1 Use decision-making skills to enhance health.
2.2 Apply goal-setting skills to enhance health.

### STANDARD 3: Demonstrate the Ability to Access Valid Information, Products and Services to Enhance Physical, Social and Mental Health and Avoid or Reduce Health Risks

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### STANDARD 4: Demonstrate the Ability to Use Interpersonal Communication Skills to Enhance Physical, Social and Mental Health and Avoid or Reduce Health Risks

4.1 Communicate effectively with family, peers and others to enhance health and avoid or reduce health risks.
4.2 Advocate for personal, family and community health.

### Strand: Social Health

**1.1-7 Building Relationships and Managing Conflict**

- Describe appropriate ways to express and deal with emotions and feelings e.g., affection, love, friendship, anger and concern.
- Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- Describe the emotional effects of breaking up a friendship or dating relationship.
- Describe potential causes and signs of conflict.
- Explain why it is important to understand the perspectives of others in resolving a conflict situation.
- Describe ways to manage interpersonal conflict nonviolently.
- Describe how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.
- Explain how following the SAS Core Values contributes to healthy relationships.

**2.1, 2.2-7 Building Relationships and Managing Conflict**

- Demonstrate strategies for avoiding conflict amongst peers, family....
- Identify potential causes and signs of conflict.
- Decide when it may be necessary to apply conflict management techniques.
- Demonstrate self-control during times of conflict.

**3.1-7 Building Relationships and Managing Conflict**

- Know how to access health services when concerned about adolescent health issues.
- Know who to contact for advice or concerns about relationships and conflict management.
- Analyze the influence of the media on public perception of conflict.

**4.1, 4.2-7 Building Relationships and Managing Conflict**

- Utilize steps for communicating effectively with peers, family....
- Apply communication skills to resolve conflict s, including negotiation, compromise, collaboration, mediation, peer mediation.
- Communicate empathy and support for others who are involved in a conflict.
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**Strand: MENTAL HEALTH**

1.1-8 Body Image and Disordered Eating

a. Explain the interrelationship of physical, mental, emotional, and social health.
b. Understand the effect that attitude can have on mental and emotional health.
c. Differentiate between a positive and negative body image, and state the importance of a positive body image.
d. Describe the causes, signs, symptoms, and consequences of common disorder eating, including the impact on proper nutrition.
e. Recognize that people with disorder eating need professional help.

2.1, 2.2-8 Body Image and Disordered Eating

a. Demonstrate emotional health-enhancing behaviors, e.g. positive self-talk.
b. Show respect for individual variations in body type.
c. Demonstrate ability to practice skills to manage stress.

3.1-8 Body Image and Disordered Eating

a. Recognize the influence of media in shaping public perception of body image.

4.1, 4.2-8 Body Image and Disordered Eating

a. Communicate effectively with a friend experiencing disordered eating or other body image-related issues.
b. Advocate with an appropriate adult for a friend experiencing disordered eating or other body image-related issues.