

## 8<sup>th</sup> Grade Health

		Level	
HE.8.1.01	apply sound nutritional principles to healthy food choices (e.g., menu preparation, nutrition labels).	2	
HE.8.1.02	analyze the effects of risky behaviors on body systems and wellness (e.g., substance abuse, eating disorders).	2,3	
HE.8.1.03	label and explain the functions of the bodies systems (e.g., circulatory, skeletal, reproductive, digestive).	1	
HE.8.1.04	determine the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases.		
	<ul style="list-style-type: none"> <li>determine the risk factors that lead to teen pregnancy</li> </ul>	1,2	
	<ul style="list-style-type: none"> <li>determine the risk factors that lead to HIV/AIDS</li> </ul>	1,2	
	<ul style="list-style-type: none"> <li>determine the risk factors that lead to other sexually transmitted diseases</li> </ul>	1,2	
HE.8.1.05	demonstrate first aid procedures (e.g., CPR, control bleeding, airway obstructions, fractures).	1,2	
HE.8.1.06	list and explain the components of total wellness (e.i., emotional, intellectual, physical, social, and spiritual).	1,2	
HE.8.2.01	distinguish how culture influences decision on health behaviors (e.g., nutrition, hygiene, relationships, medical, drug use).	2,3	
HE.8.2.02	debate how the use of technology can help and hurt our health (e.g., video games, medical advances)	2,3	
HE.8.2.03	describe how bullying can negatively affect one's life (low esteem, antisocial behavior).		
	<ul style="list-style-type: none"> <li>describe how bullying can negatively affect one's life with regard to low esteem</li> </ul>	1,2	
	<ul style="list-style-type: none"> <li>describe how bullying can negatively affect one's life with regard to antisocial behavior</li> </ul>	1,2	
HE.8.2.04	defend the importance of respecting individual differences.	2	
HE.8.2.05	critique methods of advertising focused on health information, products and services.		

	<ul style="list-style-type: none"> <li>critique methods of advertising focused on health information</li> </ul>	2	
	<ul style="list-style-type: none"> <li>critique methods of advertising focused on health products</li> </ul>	2	
	<ul style="list-style-type: none"> <li>critique methods of advertising focused on health services</li> </ul>	2	
HE.8.2.06	examine the influence advertisers have on consumer choices (e.g., brand names, medicines, alcohol use).	1,2	
HE.8.2.07	explain why peers, schools, and communities impact personal health practices and behaviors.		
	<ul style="list-style-type: none"> <li>explain why peers impact personal health practices</li> </ul>	1,2	
	<ul style="list-style-type: none"> <li>explain why schools impact personal health practices</li> </ul>	1,2	
	<ul style="list-style-type: none"> <li>explain why communities impact personal health practices</li> </ul>	1,2	
	<ul style="list-style-type: none"> <li>explain why peers impact personal health behaviors</li> </ul>	1,2	
	<ul style="list-style-type: none"> <li>explain why schools impact personal health behaviors</li> </ul>	1,2	
	<ul style="list-style-type: none"> <li>explain why communities impact personal health behaviors</li> </ul>	1,2	
HE.8.3.01	investigate how health information, products and services are financed (e.g., government, consumers, trusts).	2	
HE.8.3.02	evaluate if health information from home, school, and community is reliable (e.g., source, purpose).	2	
HE.8.3.03	list and analyze products that are advertised to enhance health (e.g. vitamins, supplements).	1,2	
HE.8.3.04	list occasions that require professional health agencies (e.g., illness, accidents, education).	1,2	
HE.8.3.05	evaluate medical care and cost (e.g., doctor fees, hospital costs, medicine, Medicare/Medicaid).	2	
HE.8.3.06	research myths, misinformation and stereotyping associated with health services (e.g., quackery, medical fraud)	1,2	

HE.8.4.01	demonstrate ways to exhibit care, consideration and respect for self and others (e.g., peer mediation, conflict resolution).	2	
HE.8.4.02	analyze how personality affects one's ability to communicate (e.g., confident = aggressive; shy = passive).	1,2	
HE.8.4.03	develop a variety of positive coping mechanisms/conflict resolution skills (e.g., negotiation, peer mediation, non-violent strategies).	1,2,3	
HE.8.4.04	compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors (e.g., pregnancy, drunk driving, STDs, dating violence, harassment, ATOD).	1,2	
HE.8.4.05	plan ways one can develop healthful family relationships.	1,2	
HE.8.4.06	discuss adjustments (e.g., role change, finances) that can be made if family changes occur (e.g, divorce, death, job loss, fire, disease, natural disasters).	1,2	
HE.8.4.07	practice communication skills necessary for healthy relationships (e.g., courtesy, manners, respect).	1,2	
HE.8.5.01	evaluate health-related situations that require thoughtful decisions (e.g., when to call 911, unsafe behaviors).	1,2	
HE.8.5.02	develop healthy practices to health-related issues (e.g., nutrition, weight control, exercise).	1,2	
HE.8.5.03	predict the potential outcomes when making a health-related decision (e.g., seatbelts, ATOD use, nutrition).	1,2	
HE.8.5.04	develop decision-making skills needed to protect against communicable and non-communicable diseases.		
	<ul style="list-style-type: none"> <li>develop decision-making skills needed to protect against communicable diseases</li> </ul>	1,2	
	<ul style="list-style-type: none"> <li>develop decision-making skills needed to protect against non-communicable diseases</li> </ul>	1,2	
HE.8.5.05	compare and contrast healthy to unhealthy options when making decisions.		
	<ul style="list-style-type: none"> <li>compare healthy to unhealthy options when making decisions.</li> </ul>	1,2	
	<ul style="list-style-type: none"> <li>contrast healthy to unhealthy options when making decisions.</li> </ul>	1,2	
HE.8.5.06	apply the steps of a decision-making process to solve problems (i.e., decision-making steps).	2,3	
HE.8.6.01	assess personal health practices (e.g., safety, diet, exercise, sleep, ATOD).	1	

HE.8.6.02	compare and contrast how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors.		
	<ul style="list-style-type: none"> <li>Compare how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors.</li> </ul>	1,2,3	
	<ul style="list-style-type: none"> <li>Contrast how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors.</li> </ul>	1,2,3	
HE.8.6.03	design a personal health goal and track progress toward its achievement (e.g., exercise, weight control, dental care).	1,2	
HE.8.6.04	determine how personal health goals and practices can vary as priorities change. (e.g., family illness, death of close friend, personal tragedy, maturity)	1,2	
HE.8.7.01	distinguish between safe and risky or harmful behaviors in relationships (e.g., abuse, date rape, peer pressure, suicide, gang membership, anger, depression, anxiety).	1,2	
HE.8.7.02	contrast the differences between safe and risky behaviors, including methods for preventing pregnancy and STDs (e.g., abstinence, birth control).	1,2,3	
HE.8.7.03	explain protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment, gang membership eating disorders).	1,2	
HE.8.7.04	design strategies to reduce stress, anxiety and depression.		
	<ul style="list-style-type: none"> <li>design strategies to reduce stress</li> </ul>	1,2,3	
	<ul style="list-style-type: none"> <li>design strategies to reduce anxiety</li> </ul>	1,2,3	
	<ul style="list-style-type: none"> <li>design strategies to reduce depression</li> </ul>	1,2,3	
HE.8.7.05	create good health practices to improve personal and family health (e.g., hygiene, nutrition, food preparation, family time).	1,2	
HE.8.7.06	describe safety guidelines for preventing intentional and unintentional injuries (e.g., pedestrian, motor vehicle, bicycle, ATV, safety).	1,2	
HE.8.8.01	work cooperatively to advocate for healthy individuals, families, communities, and schools (e.g., health organizations, local health fairs).	1,2	
HE.8.8.02	generate ways that health messages and communication techniques can be altered for different audiences (e.g., age, gender, life experiences).	1,2	

HE.8.8.03	explain how to influence to make positive health choices (e.g., by example, making positive choices).	2	
HE.8.8.04	explain the need for legislation to protect and promote personal safety and health (traffic laws, health departments).		
	<ul style="list-style-type: none"> <li>explain the need for legislation to protect personal safety and health (traffic laws, health departments).</li> </ul>	1,2	
	<ul style="list-style-type: none"> <li>explain the need for legislation to promote personal safety and health (traffic laws, health departments).</li> </ul>	1,2	
HE.8.8.05	recognize and promote environmental practices that will preserve natural resources for personal and community health.		
	<ul style="list-style-type: none"> <li>recognize environmental practices that will preserve natural resources for personal health.</li> </ul>	1	
	<ul style="list-style-type: none"> <li>promote environmental practices that will preserve natural resources for personal health.</li> </ul>	2	
	<ul style="list-style-type: none"> <li>recognize environmental practices that will preserve natural resources for community health.</li> </ul>	1	
	<ul style="list-style-type: none"> <li>promote environmental practices that will preserve natural resources for community health.</li> </ul>	2	