

8th Grade Health

<p>7.1: Health Promotion</p> <p>All students will achieve optimal wellness by learning and applying health promotion concepts and skills.</p>	<p>A. Disease and Health Conditions</p> <ul style="list-style-type: none"> · Investigate current and emerging methods to diagnose and treat disease and health conditions. · Classify disease and health conditions by type (e.g., communicable, inherited). · Compare and contrast diseases and health conditions commonly occurring in adolescents and young adults, including but not limited to, hepatitis; STDs; HIV/AIDS; breast cancer; and testicular cancer. · Assess local and state efforts to prevent and control disease and health conditions. · Recognize health problems related to environmental conditions and recommend ways to reduce or eliminate them. · Reflect upon various forms of mental illness including but not limited to impulse disorders (e.g., gambling, shopping), depression, eating disorders, and bipolar disorders. <p>B. Social and Emotional Health</p> <ul style="list-style-type: none"> · Verify how personal assets support healthy social and emotional development. · Explain the impact of peer pressure, low self-esteem, and perceived vulnerability on the social and emotional development of adolescents. · Assess the developmental tasks of adolescence, including the development of mature relationships, gender identification, developing a healthy body image, emotional independence, and the development of life skills. · Recognize factors and choices that contribute to the incidence of conflict, harassment, bullying, and violence and demonstrate strategies to deal with each. · Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, and violence. · Debate the consequences of conflict and violence on the individual, the family and the community. · Summarize the physical and emotional signs of stress and the short - and long-term impacts of stress on the human body. · Compare ways to deal with rejection, separation, and loss. · Contrast ways that different cultures and family groups cope with crisis. 	<p>1.1 - 1.20, 1.23, 1.26, 1.28, 1.30</p>
<p>7.2: Life Skills</p> <p>All students will achieve optimal wellness by learning and applying personal, interpersonal, and life skills.</p>	<p>A. Developing Character and Leadership</p> <ul style="list-style-type: none"> · Analyze how character development can be enhanced and supported by individual, group, and team activities. · Assess the use of competitive and cooperative strategies to meet different kinds of goals. · Demonstrate and judge the ability to function effectively in both leadership and supportive roles. · Explain motivational techniques used to improve personal and group achievements and develop rewards and sanctions for group accomplishments. · Develop and articulate a group's goals, shared values, and vision. 	<p>1.1 - 1.20, 1.23, 1.26, 1.28, 1.30</p>

	<ul style="list-style-type: none"> · Define, examine, and analyze personal and group adherence to student codes of conduct. · Compare and contrast the characteristics of various role models and the core ethical values they represent. · Provide data to group members through self reflection, peer feedback, and teacher assessment. <p>B. Health Services and Careers</p> <ul style="list-style-type: none"> · Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate them comparing benefits and costs. · Compare and contrast preparation and job requirements for health and fitness careers. 	
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<p>7.4: Human Sexuality and Family Life</p> <p>All students will achieve optimal wellness by learning and applying concepts and skills that support healthy sexuality and positive personal relationships.</p>	<p>A. Relationships</p> <ul style="list-style-type: none"> · Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and marriage. · Explain factors that enhance and sustain loving, healthy relationships. · Compare how various cultures date or select life partners. · Debate the influence of peers on personal growth and relationships. · Differentiate among affection, love, commitment, and sexual attraction. · Interpret the signs of an unhealthy relationship and develop strategies to end it. · Develop standards for behavior when in a dating situation (e.g., setting limits, age differences). <p>B. Families and Parenthood</p> <ul style="list-style-type: none"> · Compare and contrast the current and historical role of marriage and the family in community and society. · Summarize effective parenting strategies and resources for help with parenting. · Discuss change in family structures and the forces that influence change. · Describe the physical, economic, emotional, social, intellectual, and spiritual responsibilities of parenthood. · Evaluate childcare options. · Explain the challenges and responsibilities of being a teen parent and discuss ways to deal with them. · Investigate routine financial costs incurred by families and design a budget to address those costs. <p>C. Sexuality</p> <ul style="list-style-type: none"> · Critique the impact of sexuality at each stage of life. · Analyze internal and external pressures to become sexually active. · Summarize the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. · Debate the potential short- and long-term physical, emotional and social impacts of adolescent sexual activity. · Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and 	<p>1.1 - 1.20, 1.23, 1.26, 1.28, 1.30</p>
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	<p>unintended pregnancy.</p> <ul style="list-style-type: none"> · Discuss how abstinence is the only 100% prevention for pregnancy and STDs · Compare methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use. · Contrast how cultural and religious beliefs, trends, and technology influence sexuality and reproductive health. · Explain issues about sexual orientation. 	
<p>7.4: Human Sexuality and Family Life</p> <p>All students will achieve optimal wellness by learning and applying concepts and skills that support healthy sexuality and positive personal relationships.</p>	<ul style="list-style-type: none"> · Discuss female sexual and reproductive health issues, including but not limited to, menstrual irregularities; breast self-examination; and premenstrual symptoms; and male sexual and reproductive health issues, including but not limited to, nocturnal emissions; hernias; and testicular examination. · Conclude how the use of alcohol and other drugs influence sexual decision-making and places one at risk for sexual assault, pregnancy, and STDs. <p>D. Pregnancy and Parenting</p> <ul style="list-style-type: none"> · Describe fertilization and each stage of embryonic and fetal development. · Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed. · Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth. · Suggest the potential impact of the use alcohol, tobacco, other drugs, and medicines on pre-natal and post-natal development. · Weigh the potential impact of diseases and environmental hazards on pre-natal and post-natal development. · Argue the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth. 	<p>1.1 - 1.20, 1.23, 1.26, 1.28, 1.30</p>