

8th Grade Health

Topics: Goal Setting to Enhance Health, Healthy Relationships & Safety in Dating, Tobacco, Drugs & Alcohol, Human Sexuality, Communicable Diseases & Prevention

Instructional Focus Six: Students will demonstrate the ability to use goal-setting skills to enhance health. Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This instructional focus includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Key- N=National Standard, A= Alaska State Standard, L= Local Standard

Standard	Objective	Topic	Examples
N.6.8.1 Assess personal health practices.	Students will: <ul style="list-style-type: none"> Assess and identify personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers 	Goal Setting to Enhance Health	<ul style="list-style-type: none"> Barrier: limited menu selection from school lunch or packed lunch. Solution: select healthy choices from both hot lunch and a la carte menu within financial budget
N.6.8.2 Develop a goal to adopt, maintain, or improve a personal health goal.	Students will: <ul style="list-style-type: none"> Create a plan to set and implement a SMART goal related to health, such as incorporating adequate rest and sleep in daily routines 	Goal Setting to Enhance Health	<ul style="list-style-type: none"> Daily sleep log for 7 nights Personal hygiene Communication skills
N.6.8.3 Apply strategies and skills needed to attain a personal health goal.	Students will: <ul style="list-style-type: none"> Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines Learn how to implement and monitor progress in achieving a personal health goal Discuss what it means to find a balance in life Analyze their daily schedule and determine if positive changes can be made 	Goal Setting to Enhance Health	<ul style="list-style-type: none"> Daily fitness log for physical activity for one week Weekly food journal Use nutritional information on food labels to compare products and select foods for specific dietary goals
N.6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	Students will: <ul style="list-style-type: none"> Understand how goals are influenced and changed throughout stages of life 	Goal Setting to Enhance Health	<ul style="list-style-type: none"> Discuss how caloric intake and changes in physical activity change with age and maturity

Instructional Focus Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This instructional focus promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.
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Standard	Objective	Topic	Examples
<p>N.7.8.1 Explain the importance of assuming responsibility for health.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify and discuss the use of over-the-counter drugs for treatment (e.g., side effects and proper use) • Identify responsibilities of communication and setting boundaries (body language, action, clothing) • Identify verbal and non-verbal communication skills in building healthy relationships • Identify and discuss the harmful effects of alcohol, nicotine, marijuana, inhalants, look-alikes, and current trend substances • Identify and evaluate sources of information about legal and illegal substances 	<p>Healthy Relationships & Safety in Dating</p> <p>Tobacco, Drugs & Alcohol</p>	<ul style="list-style-type: none"> • Role-play assertiveness with respect to a safe situation • Discuss the importance of respecting differences and uniqueness of self and others • Discuss the influence of peer pressure & demonstrate techniques that can help to resist pressure from peers, adults, and the media • Discuss the ability to accept responsibilities and consequences for actions • Identify positive communications skills that help maintain healthy relationships • Project Alert
<p>N.7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Compare characteristics of healthy and unhealthy relationships among peers and in dating • Demonstrate the ways to support people who are abstaining from and/or trying to quit using alcohol, tobacco, or other drugs 	<p>Healthy Relationships & Safety in Dating</p> <p>Tobacco, Drugs & Alcohol</p>	<ul style="list-style-type: none"> • Role-play being positive peer role models in the school and community • Recognize risky situations that may lead to trouble, so that one can protect oneself and others from tobacco, alcohol, and other drugs
<p>N.7.8.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify situations that are potentially exploitative • Recognize the patterns of abuse directed at self or others and understand how to break these patterns • Discuss key elements to healthy dating relationships and learn about the importance of respecting others' sexual limits and beliefs • Explain the benefits of abstinence • Explain affirmative consent 	<p>Human Sexuality, Communicable Diseases and Prevention</p> <p>Tobacco, Drugs & Alcohol</p> <p>Healthy Relationships & Safety in Dating</p>	<ul style="list-style-type: none"> • Explain how one can effectively take charge of one's own life (e.g., overcoming stereotypes, labeling, negative influences, victimization) • Describe a variety of needs young people may have, explain healthy ways to meet these needs without using tobacco, alcohol and other drugs and make a personal commitment to remain substance-free • Examine friendships, acquaintances, and strangers in relationship to personal safety issues • Demonstrate skills to avoid

			<ul style="list-style-type: none"> and escape risky situations • Set personal boundaries and limits related to physical intimacy and sexual behavior • Project Alert
<p>Instructional Focus Eight: Students will demonstrate the ability to advocate for personal, family, and community health. Advocacy skills help students promote healthy norms and healthy behaviors. This instructional focus helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.</p> <p><i>Key- N=National Standard, A= Alaska State Standard, L= Local Standard</i></p>			
Standard	Objective	Topic	Examples
N.8.8.1 State a health-enhancing position on a topic and support it with accurate information.	<p>Students will:</p> <ul style="list-style-type: none"> • Research a health-enhancing position on a topic and support it with accurate data driven information • Understand how substance use and abuse can cause problems and interfere with the future as well as the present • Define sexual abuse and sexual assault • Discuss how to respond to sexual assault and sexual abuse • Identify strategies to prevent abuse and assault 	<p>Human Sexuality, Communicable Diseases and Prevention</p> <p>Tobacco, Drugs & Alcohol</p> <p>Safety and Prevention</p>	<ul style="list-style-type: none"> • Tobacco-free laws, public immunization, drinking and driving campaigns, etc. • Alaska Safe Children’s Act • Identify trusted adults • Project Alert
N.8.8.2 Demonstrate how to influence and support others to make positive health choices.	<p>Students will:</p> <ul style="list-style-type: none"> • Practice how to request medical assistance for an emergency and deliver helpful responses to the dispatcher • Describe the signs of choking • Describe the signs of cardiac arrest • Determine the need for CPR • Demonstrate proper CPR techniques with a mannequin • Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs • Develop refusal statements to resist sexual pressure 	<p>Tobacco, Drugs & Alcohol</p> <p>Healthy Relationships & Safety in Dating</p>	<ul style="list-style-type: none"> • Role-play refusal skills • Identify and implement a project that illustrates selflessness, helping others or providing a service • Project Alert
N.8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.	<p>Students will:</p> <ul style="list-style-type: none"> • Identify and understand causes and treatments for communicable diseases • Identify effects of contracting certain communicable diseases (AIDS, STD’s, hepatitis, etc.) • Analyze and demonstrate the ability to make decisions appropriate to family, friends, acquaintances, and strangers in relationship to personal safety 	<p>Human Sexuality, Communicable Diseases and Prevention</p>	<ul style="list-style-type: none"> • Research and create a community resource guide that provides treatment and prevention services for communicable diseases • Discuss the consequences of sexual behavior including STD’s, pregnancy, parenting, and future goals

<p>N.8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Evaluate environmental and social factors, such as advertising strategies, which may influence young people to use alcohol, tobacco, and other drugs. 	<p>Human Sexuality, Communicable Diseases and Prevention</p>	<ul style="list-style-type: none"> Research and create a community resource guide that provides treatment and prevention services for communicable diseases
	<ul style="list-style-type: none"> Discuss and evaluate the value of the truth in the advertising laws (e.g., related to medications, tobacco, nutrition labels) 		<ul style="list-style-type: none"> Discuss the consequences of sexual behavior including STD's, pregnancy, parenting, and future goals