

HEALTH 8

Course Description: Health education is a required curriculum for 6-12 students in Wisconsin. The goals of health education are to supplement and reinforce discussions about health in the home and to teach knowledge and skills necessary for youth to make health-promoting decisions. 8th grade Health is an elective semester course that includes lessons and topics on mental and emotional health, social health, and physical health.

| Adopted Course Primary Resource | Supplementary Resources |
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| <ul style="list-style-type: none"> Mc-Graw Hill - Teen Health Mc-Graw Hill - Teen Sexuality | |

| Domain | Cluster | Code | Standards Addressed In The Course (Note Essential Standards) |
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| Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. | Learning Priority: Comprehend and apply concepts related to health promotion and disease prevention. | 1:3:A1 1:3:A2 1:3:A3 1:3:A4 1:3:B1 1:3:B2 1:3:B3 | <p>A. Identify the components of health promotion and disease prevention. 1:3:A1 Describe specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors. 1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors. 1:3:A3 Describe how family history can affect personal health. 1:3:A4 Describe how physical and social environments can affect personal health.</p> <p>B. Analyze the benefits of and barriers to practicing healthy behaviors. 1:3:B1 Analyze the relationships between healthy behaviors and personal health. 1:3:B2 Examine healthy behaviors and consequences related to a health issue. 1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.</p> |
| Standard 2: Students will analyze the influence of | Learning Priority: Examine how | 2:3:A1 | A. Examine the impact of influences. 2:3:A1 Examine how external and internal factors can influence health behaviors. 2:3:A2 Provide examples of how factors |

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| family, peers, culture, media, technology, and other factors on health behaviors. | internal and external factors influence personal health behaviors. | 2:3:A2 2:3:A3 2:3:A4 2:3:A5 | can interact to influence health behaviors. 2:3:A3 Examine how one's family, culture, and peers influence one's own personal health behaviors. 2:3:A4 Examine how media and technology influence one's own personal health behaviors. 2:3:A5 Examine how one's values and beliefs influence one's own personal health behaviors |
| Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. | Learning Priority: Demonstrate and apply strategies to access valid sources of health information. | 3:3:A1 3:3:A2 3:3:A3 3:3:B1 | A. Identify criteria for choosing accurate sources of information. 3:3:A1 Describe situations that require accurate health information. 3:3:A2 Locate sources of valid health information from home, school, and community. 3:3:A3 Describe criteria for evaluating resources. B. Apply models to analyze sources of information for validity and reliability. 3:3:B1 Analyze the validity of information about health issues, products, and services. |
| Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. | Learning Priority: Examine and demonstrate communication skills that enhance health and avoid health risks. | 4:3:A1 4:3:A2 4:3:B1 4:3:B2 4:3:B3 | A. Examine communication strategies in various health-related settings. 4:3:A1 Examine appropriate communication strategies. 4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication. B. Apply appropriate communication skills in various health related settings. 4:3:B1 Demonstrate refusal and limit setting skills that avoid health risks. 4:3:B2 Demonstrate effective conflict resolution skills. 4:3:B3 Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others |
| Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health. | Learning Priority: Apply a decision-making process in various health-related situations. | 5:3:A1 5:3:B1 5:3:B2 5:3:B3 | A. Identify situations where effective decision-making skills are implemented. 5:3:A1 Determine when individual or collaborative decision making is appropriate. B. Assess the impact of a decision-making process on health related situations. 5:3:B1 Demonstrate decision making in a health-related situation. 5:3:B2 Predict the impact of each decision on self and others. 5:3:B3 Analyze the outcome of a health-related decision. |

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| Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health. | Learning Priority: Apply goal-setting skills to health situations. | 6:3:A1 6:3:A2 6:3:A3 6:3:B1 6:3:B2 6:3:B3 | A. Identify additional steps to setting and achieving realistic health goals. 6:3:A1 Establish a baseline of personal health behaviors and health status. 6:3:A2 Identify strategies and behaviors needed to maintain or improve health status. 6:3:A3 Identify strategies that might be utilized to overcome barriers or setbacks. B. Apply goal-setting skills to various health-related situations. 6:3:B1 Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan. 6:3:B2 Develop goals to maintain or improve personal health status. 6:3:B3 Assess the effectiveness of strategies to reach personal health goals. |
| Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks. | Learning Priority: Apply health-enhancing behaviors that maintain or improve the health of self and others. | 7:3:A1 7:3:B1 7:3:B2 | A. Explain the importance of self-responsibility for personal health behaviors. 7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system. B. Demonstrate the role of self-responsibility in enhancing health. 7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others. 7:3:B2 Demonstrate behaviors that avoid or reduce health risks to self and others |
| Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health. | Learning Priority: Develop health-promoting strategies that support family or friends to make positive health choices. | 8:3:A1 8:3:A2 8:3:A3 8:3:A4 8:3:B1 8:3:B2 | A. Develop an advocacy plan to promote health. 8:3:A1 Develop an age-appropriate definition of advocacy. 8:3:A2 Plan ways to advocate for healthy individuals, families, and schools. 8:3:A3 Incorporate accurate information as it relates to a health-enhancing position to advocate for self and others. 8:3:A4 Discuss the barriers that could be involved in an advocacy effort. B. Implement an advocacy plan pertaining to a health issue. 8:3:B1 Predict how an advocacy plan will influence and support the health status of others. 8:3:B2 Apply a plan to advocate for a health issue for people that experience health disparities. 8:3:B3 Defend a position relating to a health issue. 8:3:B4 Describe ways to adapt health messages for different audiences. |

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| Units of Study (Sequenced) | Standards Associated | Key Learning Targets & Essential Vocabulary | Essential Question(s) | Common Assessment | Pacing |
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| SOCIAL HEALTH | 1:3:A4 1:3:B1 1:3:B3 2:3:A3 4:3:A1 4:3:A2 4:3:B1 2:3:A4 2:3:A5 | <p>–Students will recognize that good character is an important component of a healthy identity</p> <p>-Students will understand that a person’s character demonstrates their values and beliefs</p> <p>-Good character helps us to develop and maintain healthy relationships</p> <p>–Students will identify characteristics of healthy and unhealthy relationships (peer, family, future dating)</p> <p>-Students will role-play refusal skills involving peer pressure and risky behaviors</p> <p>-Students will examine and practice appropriate and effective communication strategies in a variety of situations.</p> <p>-Students will understand that healthy relationships depend on good communication.</p> <p>-Students will understand that strong relationships will have a positive effect on your physical, mental/emotional, and social health. Students will define conflict, identify causes of conflict, and examine real-world examples involving conflict.</p> <p>-Students will recognize the consequences of inappropriate technology usage such as sexting</p> <p>-Students will demonstrate understanding of criminal penalties in Wisconsin for engaging in sexual activities involving a child.</p> <p>-Students will understand sex offender registration requirements including who is required to report, what must be reported, who has access to information reported, and the implications of being registered under</p> | <p>How do our behaviors influence our health?</p> <p>How do strong relationships have a positive effect on your physical, mental/emotional, and social health?</p> <p>What does it mean to be socially healthy and to have a healthy identity?</p> | | 6 WEEKS |

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| | | Wisconsin law. | | | |
| MENTAL/EMOTIONAL HEALTH | 6:3:A1 6:3:A2 6:3:B2 6:3:B3 1:3:B3 3:3:A2 3:3:B1 | <ul style="list-style-type: none"> –Students will brainstorm ways to deal with emotions in healthy ways during the teen years –Students will describe the signs of being healthy and unhealthy mentally and emotionally –Students will understand that good mental/emotional health includes having a positive view of yourself and being resilient –Students will develop a toolbox of ideas for stress management –Students will successfully go through the goal-setting process –Students will define that depression is a mood disorder –Students will describe the signs/symptoms, risk factors, and resources for depression –Students will access a reliable, trusted adult at school and at home. –Students will demonstrate knowledge of a mental & emotional health disorder through research –Students will demonstrate knowledge and use of how to access and use valid health information and resources (Mental Health Research Project) –Students will demonstrate complete and consistent use of using credible sources as resources (Mental Health Research Project) | <p>How do our behaviors influence our health?</p> <p>How can managing our emotions and stress improve our mental and emotional health?</p> | | 6 WEEKS |
| PHYSICAL HEALTH | 1:3:A1 1:3:A2 1:3:B1 1:3:B2 7:3:A1 7:3:B1 7:3:B2 | <ul style="list-style-type: none"> –Students will recognize and respond appropriately to cardiac, breathing and first aid emergencies –Students will understand the importance of immediately giving care to a suddenly injured or ill person until more advanced medical personnel arrive –Students will identify and describe the physical, mental/emotional, and social changes during the teen years –Students will understand that the male reproductive system produces cells that can join with cells from a female's body to produce | <p>How do our behaviors influence our health?</p> <p>How can having an understanding of our body and its changes enhance our health?</p> <p>How can taking care of our bodies enhance all areas of our health?</p> | | 6 WEEKS |

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| | | <p>a child</p> <ul style="list-style-type: none"> –Students will understand the female reproductive system contains the organs that nurture a baby before birth. -Students will be able to name strategies to support their abstinence, including ways to withstand peer pressure or pressure from a relationship partner. -Students will be able to describe how they can seek support when they need it (including counseling, medical support, legal support). This especially pertains to reproductive health needs, addressing sexual abuse, and escaping violent relationships. Students will understand how to avoid perpetuating stereotypes and bullying in regards to gender, sex, and sexual orientation. This includes understanding the negative impacts of stereotypes and negative comments. -Students will understand how to report sexual harassment and assault. -Students will understand various forms of birth control with the understanding that abstinence is the only proven method to prevent STIs and pregnancy. –Students will understand the facts, health risks, and costs related to the use of tobacco and alcohol in all forms –Students will understand that using drugs affects your body, mind, emotions, and social life and can lead to consequences with the law. -Students will learn to make healthful food choices that will aid in maintaining good health throughout their lives –Students will understand the specific role that nutrients play in keeping their bodies healthy | | | |
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2020 Course Booklet Description: In Health 8 class students focus their learning on how their choices can impact their health for a lifetime while being advocates for healthy lifestyles. Units covered will include: mental and emotional health, further diving into stress and anger management as well as mental disorders. Other units include social health, the human body systems, human growth and development, drugs and nutrition/fitness, communicable diseases and

health careers. Some specific topics include dating and relationships, different fitness activities, the bones and muscles of the human body, disadvantages of being a teenage parent, and sexually transmitted diseases and various presenters to give real life stories and information.

2023-2024 Course Booklet Description: Students will focus on becoming health advocates for themselves and others around them for healthy lifestyles in their mental/emotional health, physical and social health. Students will be involved with projects focused on current health trends and their personal interests. Such topics will include mental health, safe and healthy relationships, addiction, healthy eating trends and more. Students will get to experience real life stories from presenters coming in and sharing. Additionally, students will receive hands-on training for first aid medical emergencies from Beaver Dam EMS, while discovering potential careers in the health field.