



GRADE 8 HEALTH STANDARDS

2023

AND INSTRUCTION GUIDE

Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks (self-awareness and social awareness). They begin to relate short-and long-term consequences of health choices (responsible decision making) and apply health skills to specific personal, family, and community health concerns (self-management, responsible decision making, and relationship skills). Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

ESSENTIAL HEALTH CONCEPTS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.	Body Systems Examine the structure, function, and relationship of body systems and their relevance to personal health	Identify and describe the major structure and functions of the brain and nervous system and identify brain and nervous system disorders	
	Nutrition Identify and explain healthy eating, strategies for enhancing and maintaining personal health	- Determine the nutrients needed for proper brain function - Examine the health risk posed by food contaminants during food preparation and food storage - Identify the nutritional impact of disordered eating - Compare health benefits and risk associated with trending diets, dietary supplements, and popular beverages, including sugar-sweetened and caffeinated beverages	
	Physical Health Obtain, process, and understand basic physical activity information needed to make health promoting decisions	Evaluate the physical, mental, and social health benefits of physical activity	

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	Disease Prevention and Health Promotion Understand preventative health behaviors, and how to access and evaluate health care information to make decisions	• Explain the difference between rest, sleep, sleep deprivation, and sleep debt • Identify environmental and personal factors that influence the degree of risk of diabetes, heart disease, cancer, obesity, and stroke	
	Substance Abuse Prevention Understand the difference between use and misuse of different substances and their impact on health	• Describe short-term and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine • Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationship and behavior	
	Safety/Injury Prevention Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	• Explain the need for school safety drills and procedures. Identify risky behaviors associated with Internet use, online gaming, and social media use. Identify the benefits and risks of social media • Describe how to assess levels of stress based on physical and psychological responses. List the skills and strategies for refusal and negotiations	
	Mental Wellness/Social and Emotional Skills Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	• Describe characters of healthy and unhealthy relationships, including establishing and communicating boundaries • Describe the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide • Identify factors that can influence mental health (e.g., family, environment, trauma, genetics, brain	

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		chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community) Identify and describe careers associated with mental health care (e.g., social worker, psychologist, psychiatrist)	
	Violence Prevention Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	- Differentiate between bullying behaviors, arguments, peer conflict, harassment, teasing, taunting, and joking situations - Identify the consequences of weapon use, physical violence, and gang involvement	
	Community/Environmental Health The students explain the environmental impact on health	Define and describe renewable resources and sustainable energy	

HEALTHY DECISIONS	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.8.2 The student will apply health concepts and skills to the management of personal and family health.	Body Systems Examine the structure, function, and relationship of body systems and their relevance to personal health	Describe ways to maintain brain and nervous systems health	
	Nutrition Identify and explain healthy eating, strategies for enhancing and	- Explain how nutrients contribute to brain function. - Describe food safety techniques (proper handling, cross contamination, and food storage)	

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	maintaining personal health	- Analyze the impact of society on eating habits and attitudes towards weight and body size. - Evaluate the accuracy of claims about trending diets, dietary supplements, and popular beverages	
	Physical Health Obtain, process, and understand basic physical activity information needed to make health promoting decisions	Assess the health risk of a sedentary lifestyle	
	Disease Prevention/Health Promotion Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	- Identify sleep hygiene strategies to support recommendation for optimal sleep - Describe preventive health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases	
	Substance Abuse Prevention Understand the difference between use and misuse of different substances and their impact on health	- Analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs - Have and express positive norms regarding why most teenagers do not use alcohol, tobacco, prescriptions opioids, or other drugs (e.g., do not think use and abuse are acceptable or appropriate)	

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	Safety/Injury Prevention Identify and demonstrate safety and first aid knowledge to prevent and treat injuries.	• Explain the potential consequences of following and not following safety protocols for school drills. • Explain the role of decision making when faced with potentially situation harmful situations when using the Internet, online gaming, and social media. • Develop strategies to assess and manage the effects of social media use. Identify personal stress-management skills that help respond to different kinds of stress. • Identify personal stress-management skills that help respond to different kinds of stress • Explain the benefits of using refusal and negotiation skills for a variety of risk-taking situations.	
	Mental Wellness/Social and Emotional Skills Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	• Explain the importance of developing relationships that are positive and promote wellness • Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance • Explain how negative perceptions of mental health promote a stigma about mental illnesses and emotional challenges • Describe the role of mental health professionals in schools (e.g., school counselors, psychologists, social workers)	
	Violence Prevention Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	• Explain the effects of bullying on individuals, including vulnerable populations. • Analyze the risks associated with weapon use, physical violence, and gang-related activities for oneself, the family, and the community.	

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	Community/Environmental Health Describe ways in which safe and healthy school and community environments can promote personal health.	Explain how humans and the environment are interdependent.	
ADVOCACY AND HEALTH PROMOTION	CURRICULUM GUIDELINES	CORE CONCEPTS	RESOURCES
H.8.3 The students will undertake health-promotion activities that demonstrate an understanding of relationships between nutrition, physical activity, and emotional and physical health.	Body Systems Examine the structure, function, and relationship of body systems and their relevance to personal health	Design strategies to protect and promote brain and nervous system health	
	Nutrition Identify and explain healthy eating, strategies for enhancing and maintaining personal health	- Create a plan to make healthy food choices, including fruits and vegetables, increasing water and healthy beverage choices - Create strategies to promote food safety at home. Identify and promote resources for help/assistance with disordered eating	

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		Develop factual advertising to help family and peer evaluate healthy food and beverage choices.	
	Physical Health Obtain, process, and understand basic physical activity and nutrition information needed to make health promoting decisions.	Create environmental design solutions that promote physical and mental health	
	Disease Prevention/Health Promotion Understand health literacy, preventative health behaviors, and how to access and evaluate health care information to make informed decisions	- Create Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.) goals to get optimal sleep to promote cognitive performance and academic success - Design a plan of action with short-and long-term goals to prevent diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases and conditions	
	Substance Abuse Prevention Understand the difference between use and misuse of different substances and their impact on health	- Design persuasive advertising to eliminate drug use - Create a campaign that emphasizes the importance of prevention and early identification of drug use disorder	
	Safety/Injury Prevention Identify and demonstrate safety and first aid knowledge to prevent and treat injuries	- Develop a personal action plan during an emergency for a variety of locations outside of school (e.g., shopping areas, recreation areas) - Develop appropriate personal guidelines for online gaming and social media use. - Practice and promote stress-management skills - Analyze a variety of situations to determine when to use refusal and negotiation skills to avoid risk	

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	Mental Wellness/Social and Emotional Skills Identify and apply strategies to develop socio-emotional health, self-regulation, and healthy relationships	• Ability to develop safe, respectful, and responsible relationships • Identify and recognize family, school, and community resources for helping oneself and others with mental health needs • Explain the effects of stigma on accessing help and assistance for mental illnesses and emotional challenges • Promote the availability of school and community mental health resources	
	Violence Prevention Understand the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety	• Recommend strategies to prevent, safely defend oneself and others, or get help with bullying • Describe ways for students to develop relationships that are positive, promote wellness, and prevent weapon use, physical violence, and gang involvement	
	Community/Environmental Health Describe ways in which safe and healthy school and community environments can promote personal health	• Analyze opportunities for community service and advocacy for policies that promote environmental health	

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