Grade 8

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Benchmark 1-M-1:** Describe interrelationships among physical, intellectual, emotional and social health.

**GLEs:**
1-M-1.1 Explain how healthy and unhealthy behaviors impact various body systems.
1-M-1.2 Discuss research related to the impact the dimensions of health have upon each other. (class project)
1-M-1.3 Explore the relationship of nutrients to physical, intellectual, emotional, and social health.

**Benchmark 1-M-2:** Describe the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

**GLEs:**
1-M-2.1 Identify preventive health measures to reduce or prevent injuries and other health problems.
1-M-2.2 Explain how HIV is and is not transmitted.
1-M-2.3 Explain the positive aspects of abstinence.
1-M-2.4 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs).
1-M-2.5 Describe the relationship between one’s dating partner, one’s health and the prevention of harm.

**Benchmark 1-M-3:** Analyze high risk behaviors to determine their impact on wellness.

**GLEs:**
1-M-3.1 Discuss how high risk behavior consequences may extend beyond self to friends, family and community.
1-M-3.2 Describe types of violence.
1-M-3.3 Discuss the frequency of violence, and its consequences, in social relationships.
1-M-3.4 Analyze the impact on health of selecting foods and beverages of various caloric and nutritional value.

**Benchmark 1-M-4:** Use appropriate strategies to prevent/reduce risk and promote well-being.

**GLEs:**
1-M-4.1 Identify the causes, symptoms, treatment and prevention of various diseases and disorders.
1-M-4.2 Set personal boundaries and limits related to physical intimacy and sexual
behaviors.
1-M-4.3 Analyze situations where assertive communication and refusal skills can be used
to avoid and escape risky situations.
1-M-4.4 Log selection of food and beverages low in fat, sugar, and salt and high
in nutrients when eating out and preparing meals at home.

**Benchmark 1-M-5:** Recognize the interrelationships among organs in the male and
female reproductive systems.

**GLEs:**
1-M-5.1 Identify basic male and female reproductive body parts and their functions.
1-M-5.2 Analyze the role of hormones in the reproductive maturation.
1-M-5.3 Describe the physical, social and emotional changes that occur during
puberty (e.g., changes in friends, crushes/atrractions, mood shifts, body hair,
body odor, menstruation).

**Standard 2:** Students will analyze the influence of family, peers, culture, media,
technology, and other factors on health behaviors.

**Benchmark 2-M-1:** Describe the influence of others on health beliefs, practices and
behaviors.

**GLEs:**
2-M-1.1 Explain how the perceptions of cultural and peer norms influence healthy and
unhealthy behaviors.
2-M-1.2 Describe how some health risk behaviors can influence the likelihood of
engaging in additional unhealthy behaviors.
2-M-1.3 Compare the roles of heredity, food selection, and activity level in weight
control.
2-M-1.4 Recognize health care disparities of different cultures, races and ethnic groups in
the community.

**Benchmark 2-M-2:** Analyze how media and technology influence personal and family
health behaviors.

**GLEs:**
2-M-2.1 Identify how media influence the selection of health information and products.
2-M-2.2 Describe the ways that technology positively affects health (e.g., high-
technological medical equipment).
2-M-2.3 Analyze ways that music, television and internet influence behaviors; such as
risky sexual behavior, use of tobacco and alcohol and drugs.

**Benchmark 2-M-3:** Explain the influence of personal values and beliefs on individual
health practices and behaviors.
GLEs:
2-M-3.1 Describe factors that influence personal decisions to engage in behaviors which result in intentional or unintentional consequences (e.g., homicide, drinking and driving, wearing seat belt, lack of physical activity).
2-M-3.2 Discuss influence of values and beliefs on healthy relationships (e.g., respecting others, self-respect, positive interactions with others).

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Benchmark 3-M-1:** Utilize resources at home, school and community to access valid health information and services.

GLEs:
3-M-1.1 Determine the accessibility of services and products that enhance health (e.g., clinics, farmers markets).
3-M-1.2 Differentiate accurate from inaccurate health information on varying topics (e.g., sexual health information, alcohol and drugs and tobacco use).
3-M-1.3 Evaluate the accuracy of claims about dietary supplements and popular diets.
3-M-1.4 Discuss a credible Internet source for health information (e.g., types of diets, energy drinks, best vegetables to eat).

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Benchmark 4-M-1:** Demonstrate healthy ways to express needs, wants, feelings and respect of self and others.

GLEs:
4-M-1.1 Demonstrate refusal skills to avoid or reduce health risks (e.g., sexual contact, alcohol use).
4-M-1.2 Demonstrate how to communicate clear expectations and boundaries for personal safety. (e.g., refusing to ride with someone who has been drinking).
4-M-1.3 Describe effective strategies for dealing with difficult relationships with family members, peers and boyfriends or girlfriends.
4-M-1.4 Identify the warning signs of an abusive relationship.

**Benchmark 4-M-2:** Demonstrate how to ask for assistance to enhance the health of self and others.

GLE:
4-M-2.1 Problem-solve situations with help from trusted adults and community professionals.
**Benchmark 4-M-3:** Demonstrate effective conflict management or resolution strategies.

**GLEs:**
4-M-3.1 Role-play appropriate ways to respond to feedback from others.
4-M-3.2 Justify the use of effective strategies for resolving conflict with another person in non-violent ways.
4-M-3.3 Demonstrate the use of conflict resolution models in interpersonal conflicts.

**Benchmark 4-M-4:** Exhibit characteristics needed to be a responsible friend and family member.

**GLE:**
4-M-4.1 Describe possible outcomes of using effective communication skills in maintaining healthy family relationships.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Benchmark 5-M-1:** Discuss how emotional health affects decision-making.

**GLEs:**
5-M-1.1 Discuss the impact of stress and coping skills on decision-making.
5-M-1.2 Demonstrate how to overcome barriers that can hinder healthy decision-making.
5-M-1.3 Analyze how decisions about food choices should be different depending on age, gender, and activity level.

**Benchmark 5-M-2:** Determine when health-related situations require the application of a thoughtful decision-making process.

**GLEs:**
5-M-2.1 Analyze the positive and negative consequences of a health-related decision.
5-M-2.2 Prepare a report on the short- and long-term consequences of healthy and unhealthy choices (e.g., abstinence, sexual risk behaviors, alcohol and tobacco use, exercise and healthy eating).

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Benchmark 6-M-1:** Identify goals to adopt, maintain or improve a personal health practice.

**GLE:**
6-M-1.1 Revise personal health goals in response to changing information, abilities, priorities, and responsibilities.
**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Benchmark 7-M-1:** Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

**GLEs:**
7-M-1.1 Formulate a contract for behavior change (e.g., controlling portion sizes, reading labels, implementing a physical activity plan, improving school attendance, breakfast eating, anger management, tobacco reduction or cessation, reduction in texting, and abstinence or return to abstinence).
7-M-1.2 Chart progress toward behavior changes.
7-M-1.3 Evaluate the results of the behavior changes.

**Benchmark 7-M-2:** Demonstrate behaviors that avoid or reduce health risks to self and others.

**GLEs:**
7-M-2.1 Identify specific abusive behaviors in social relationships (by discussing the Power and Control Wheel).
7-M-2.2 Discuss the Cycle of Abuse (dynamics of an abusive relationship).
7-M-2.3 Describe impulsive behaviors and strategies for controlling them.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family and community health.

**Benchmark 8-M-1:** Analyze various communication methods to accurately express health ideas and opinions.

**GLEs:**
8-M-1.1 Identify barriers to effective communication about health issues.
8-M-1.2 Use effective interpersonal skills to advocate for healthy behaviors with family, friends and others (e.g., use of “I” statements, use of active listening).

**Benchmark 8-M-2:** Demonstrate how to influence and support others to make positive health choices.

**GLE:**
8-M-2.1 Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools (e.g., advocate for school policy change).