

## Health Education Grade 8

**The following health education standards are incorporated into each of the instructional units where appropriate:**

- Accessing Information
- Self Management
- Analyzing Influences
- Interpersonal Communication
- Decision Making
- Goal Setting
- Advocacy.

### **UNIT I: Safety, First Aid, and Injury Prevention**

**Goal.** The student will demonstrate the ability to use knowledge of safety and injury prevention to develop skills and attitudes that promote safe living for self and others in the home, school, and community.

**Objectives** – The student will be able to:

- a. Cite sources of conflict and other barriers to effective communication.
- b. Compare risky and self-protective situations and behaviors.
- c. Recognize and demonstrate strategies to avoid dangerous, destructive, or unlawful online behavior.
- d. Choose conflict resolution skills to prevent violence.
- e. Reinforce strategies for the prevention and intervention of child abuse.
- f. Define and describe strategies for the prevention and intervention of harassment, including sexual harassment.

### **UNIT II: Mental Health**

**Goal.** The student will demonstrate the ability to use knowledge of mental health to develop skills and attitudes that promote self-awareness and relationships with others.

**Objectives** – The student will be able to:

- a. Explore mental health and mental illness.
- b. Identify sources of stress and their effects on health.
- c. Identify constructive strategies for managing stress.
- d. Identify depression and suicide as effects of unmanaged distress.
- e. Develop a personal health goal and track progress towards its achievement.

### **UNIT III: Family Life and Human Sexuality**

**Goal.** The student will demonstrate the ability to apply knowledge, attitudes, and skills related to human sexuality in achieving a healthy lifestyle.

**Objectives** – The student will be able to:

- a. Identify expectations for the Family Life and Human Sexuality unit.
- b. Identify the components of sexuality to include biological, psychological, cultural, and ethical.
- c. Compare characteristics of friendships and dating relationships.
- d. Generate guidelines for healthy dating relationships.
- e. Describe the consequences of adolescent sexual activity.
- f. Explain how abstinence is the healthiest lifestyle choice for adolescents.
- g. Identify refusal skills to support abstinence.
- h. Describe the prevention, symptoms, and treatment of sexually transmitted infections, including HIV/AIDS.
- i. Compare methods for prevention of pregnancy and sexually transmitted infections.

### **UNIT IV: Tobacco, Alcohol, and Other Drugs**

**Goal.** The student will demonstrate the ability to use knowledge of tobacco, alcohol, and other drugs to develop skills and attitudes that promote drug and violence free living.

**Objectives** – The student will be able to:

- a. Distinguish between appropriate and inappropriate use of prescription and over-the-counter drugs.
- b. Analyze the physical, psychological, social, economic, and legal consequences of drug abuse.
- c. Review and model refusal skills for situations in which harmful and illegal drugs are a factor.
- d. Apply decision-making skills in which harmful and illegal drugs are a factor.