

GRADE 8: HEALTH CURRICULUM FRAMEWORKS

NATIONAL STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention.

Minnesota Benchmark	Lessons
<p>1. The student will analyze how heredity, environment, and personal health are related:</p> <ul style="list-style-type: none"> • Alcohol and other drugs • Community and environmental health • Family life and sexuality • Injury prevention • Mental health • Nutrition • Personal and consumer health • Physical activity • Tobacco 	<ul style="list-style-type: none"> • Research the detection and treatment of lifestyle health issues (e.g., type 2 diabetes, hypertension, heart disease, obesity). • Discuss how heredity, environment and personal health relate to type 2 diabetes, hypertension, heart disease, and obesity. • Research options for decreasing the growing number of patients diagnosed with lifestyle health issues. • Illustrate the body’s use of insulin and how personal choices upset the balance. • Research genetic tendencies toward health issues (e.g., alcoholism, cardiovascular disease, etc.). • Create a brochure of environmental and personal health tips promoting family health. • Analyze a health issue and the related implications of environment and heredity. • Describe how knowing family history of disease and other health problems can lead to choices necessary to reduce the risks. • Demonstrate understanding of how choices in your lifestyle relate to injuries, illness, disease, and premature death. • Describe ways to cope with personal and family problems. • Identify how heredity and drug addiction are related. • Discuss why developing a support system can help you deal with personal health issues.
<p>2. The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death:</p> <ul style="list-style-type: none"> • Alcohol and other drugs • Community and environmental health • Family life and sexuality • Injury prevention • Mental health • Nutrition • Personal and consumer health • Physical activity • Tobacco 	<ul style="list-style-type: none"> • Compare and contrast healthy and risky behaviors of young adults. • Investigate communicable disease prevention. • Identify teen stressors and list positive and negative responses to these stressors. • Discuss positive stress-management techniques. • Demonstrate successful refusal strategies in regards to alcohol, tobacco, and drugs. • Identify local facilities to seek help when a person is dealing with depression and/or suicide. • Research healthy ways to deal with stress and prevent distress. • Create a menu of healthy meals for a week and explain why these meals are healthy. • Identify three examples of unhealthy eating behaviors and ways to prevent each. • Compare the changes that happen in males with the changes that happen in females during puberty.

GRADE 8: HEALTH CURRICULUM FRAMEWORKS

NATIONAL STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention. (Continued)

Minnesota Benchmark	Lessons
<p>3. The student will identify ways to reduce risks related to early adolescent health problems:</p> <ul style="list-style-type: none"> • Alcohol and other drugs • Community and environmental health • Family life and sexuality • Injury prevention • Mental health • Nutrition • Personal and consumer health • Physical activity • Tobacco 	<ul style="list-style-type: none"> • Take a personal wellness inventory and make an action plan for improvement. • Identify ways to reduce the risk of health problems. • Brainstorm ways to deal with anger and express feelings. • Compare cost and the nutritional value of your favorite snack foods. Determine which snacks are the healthiest for teens. • Identify the parts of the male and female reproductive systems. • Explain the pathway of sperm production in males. • Describe how the female’s menstrual cycles work, including pregnancy and childbirth. • Research gateway drugs and describe ways teenagers can stay drug free. • Students will prepare and present information on alcohol, tobacco, marijuana, and other drugs of use.

NATIONAL STANDARD 2: Students will analyze the influence of culture, media, technology, and other factors on health behaviors.

Minnesota Benchmark	Lessons
<p>1. The student will describe the influence of cultural beliefs on health behaviors and the use of health services.</p>	<ul style="list-style-type: none"> • Ask a diabetic to speak with the class about their disease and explain how technological advances have improved their quality of life. • Explain how the media influences decisions. • Analyze and evaluate the different influences in your life. • Analyze several factors that affect your food choices. • Analyze how peer pressure can affect your opinions, attitudes, and decisions. • Analyze media to understand the influence on sexual decisions. • Analyze how positive peer pressure helps you resist tobacco, alcohol, and drugs. • Analyze how peer pressure can influence choices. • Explain how developing a support system can help you deal with peer pressure. • Analyze influences that tempt teens to drink alcohol. • Discuss in groups the effects of peers on healthy behaviors.

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NATIONAL STANDARD 3: Students will demonstrate the ability to access valid health information and products and services to enhance health.	
Minnesota Benchmark	Lessons
<p>1. The student will analyze the validity of health information, products and services.</p>	<ul style="list-style-type: none"> • Compare and contrast different recovery therapies in regards to depression and suicide. • Compare and contrast the services of mental health agencies in Northfield. • Analyze different forms of contraception that are available in Northfield. • Access family history and explain how heredity affects your health. • Research where to seek help when a person is in danger of suicide. • Demonstrate how you would give or get help for eating disorders, depression, suicide, or drug abuse.
<p>2. The student will analyze how media influences the selection of health information and products.</p>	<ul style="list-style-type: none"> • Identify common advertising techniques geared toward teens and analyze how it impacts recent decisions. • Create a brochure or flyer dispelling the truths and myths in regards to sexuality and drug abuse. • Design a one-week menu of foods that are healthy and nutritional. • Analyze how and why the media creates different media messages in regards to peer pressure, drugs and sexuality.
NATIONAL STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Minnesota Benchmark	Lessons
<p>1. The student will analyze effective verbal and nonverbal communication skills to enhance health.</p>	<ul style="list-style-type: none"> • Demonstrate examples of effective and ineffective communication methods. • Analyze the effectiveness of strategies used to communicate nonverbally. • Demonstrate ways to be an active listener. • Compare and contrast assertive behavior with passive and aggressive behavior.
<p>2. The student will demonstrate refusal and negotiation skills to enhance health.</p>	<ul style="list-style-type: none"> • Role-play a situation promoting an alternative to a risky situation. • Role-play a situation demonstrating refusal/negotiation skills for a real-life situation.
<p>3. The student will analyze the possible causes of conflict among youth in schools and communities.</p>	<ul style="list-style-type: none"> • Facilitate a discussion with students to determine causes of conflict within the school or community. Create an action plan as a response to the discussion. • Describe teen reactions to seeing violent acts in the media and discuss the impact of this exposure.

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NATIONAL STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Minnesota Benchmark	Lessons
<p>1. The student will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.</p>	<ul style="list-style-type: none"> • Demonstrate the six-step decision-making process using a real-life situation. • Create a decision tree using real-life situations, with alternative healthy solutions. • Work together to solve a situation facing the school. Apply the decision-making process. • Access the strategies the school/community could use to improve the school environment. • Create a plan of action.
NATIONAL STANDARD 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
Minnesota Benchmark	Lessons
<p>1. The student will develop a plan that addresses personal strengths, needs and health risks.</p>	<ul style="list-style-type: none"> • Identify ways to reduce the risk of health problems. • Take a personal wellness inventory and make an action plan for improvement. • Develop a personal action plan with goals to: <ol style="list-style-type: none"> a. Prevent yourself from becoming a victim. b. Balance the health triangle. c. Improve personal hygiene. d. Improve emotional and mental health. e. Improve social health. f. Improve consumer skills. g. Improve physical fitness. h. Improve nutritional practices.
NATIONAL STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Minnesota Benchmark	Lessons
<p>1. The student will distinguish between safe and risky or harmful behaviors in relationships.</p>	<ul style="list-style-type: none"> • Compare healthy and unhealthy behaviors in relationships. • Utilizing scenarios, recognize safe or risky behaviors in relationships. • Describe signs of misuse of power and control in a dating relationship.

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NATIONAL STANDARD 8: Students will demonstrate the ability to advocate for personal, family, and community health.	
Minnesota Benchmark	Lessons
1. The student will analyze various communication methods to accurately express health information and ideas.	<ul style="list-style-type: none">• Demonstrate and practice drug refusal skills using verbal and nonverbal assertiveness.• Write an “I” message to effectively communicate about a health issue.• Select a disease topic and compare the information presented through a variety of media and resources.• Present disease information to students in class.• Understand the term “Natural High” and describe what their own personal “Natural High” is.