



STAFFORD COUNTY PUBLIC SCHOOLS

Curriculum Overview Health Education Grade 8

Grade Eight

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

Essential Health Concepts

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- a) Identify and describe the major structures and functions of the brain and nervous system.
 - b) Assess the health risks of a sedentary lifestyle.
 - c) Examine the health risks caused by food contaminants.
 - d) Identify eating disorders, and describe the dangers of engaging in unbalanced and unsafe diet practices to gain or lose weight.
 - e) Assess the health risks of not getting enough sleep.
 - f) Explain the roles of preventive health measures, immunization, and treatment in disease prevention.
 - g) Analyze the risk factors associated with communicable and noncommunicable diseases.
 - h) Identify pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk of diabetes, heart disease, and stroke.
 - i) Describe the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.
 - j) Research the signs, symptoms, and causes of addiction.
 - k) Explain how drugs affect the brain.
 - l) Describe the relationship between healthy behaviors and cognitive performance.
 - m) Identify the benefits and risks of social networking.
 - n) Assess the health consequences of injuries, and identify leading injury-prevention measures.
 - o) Evaluate the health risks associated with feelings of immortality and invincibility.
 - p) Identify the consequences of involvement in potentially dangerous situations, such as when weapons, physical violence, and gangs are present.
 - q) Analyze the role of tolerance and resilience in coping with stress.
 - r) Explain the impact of failing to recognize issues related to emotional and mental health.
 - s) Explain why seeking help for mental health issues is important.
 - t) Describe the signs and symptoms of depression and suicide.
 - u) Explain how individual, social, and cultural differences may increase vulnerability to bullying.
 - v) Describe pollutants found in water, soil, and air and their impact on body systems.

Healthy Decisions

- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- a) Identify brain and nervous system disorders.

- b) Describe ways to maintain brain and nervous system health.
- c) Determine the benefits of developing and implementing short- and long-term personal and family health and fitness goals that are achievable and purposeful.
- d) Compare healthy and risky approaches to weight management.
- e) Analyze the impact of family and personal influences on eating habits and attitudes toward weight management.
- f) Examine the causes and effects of compulsive behaviors, such as eating disorders.
- g) Describe personal and family preventive health measures, including immunizations, nutrition, physical activity, and sleep, in preventing diabetes, heart disease, stroke, and other chronic diseases.
- h) Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use.
- i) Explain why most teenagers do not use alcohol, tobacco, or other drugs.
- j) Create short- and long-term health and fitness SMART goals that are achievable, purposeful, and that support cognitive performance and academic success.
- k) Describe effective coping mechanisms for managing personal and family stress.
- l) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.
- m) Develop goals to analyze and manage the impact of social networking.
- n) Evaluate the importance of developing relationships that are positive and promote wellness.
- o) Analyze the risks associated with gang-related activities for self, family, and the community.
- p) Recognize warning signs associated with bullying behaviors (e.g., declining grades, fear of attending school, social withdrawal, lost or destroyed books or technology, self-destructive behaviors).
- q) Describe signs of self-harm behaviors.
- r) Explain how humans and the environment are interdependent.

Advocacy and Health Promotion

- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.
- a) Design strategies to protect and promote brain and nervous system health.
 - b) Evaluate the physical, mental, and social benefits of physical activity.
 - c) Develop practical solutions for removing barriers to physical activity and healthy food choices.
 - d) Identify strategies to increase water intake.
 - e) Create a plan to make healthy food choices, including choosing fruits and vegetables, in a variety of settings.
 - f) Encourage family and peers to choose healthy foods.
 - g) Develop a strategy to prevent diabetes, heart disease, stroke, and other chronic diseases and conditions.
 - h) Develop guidelines for using social networks.
 - i) Create a media campaign for the use of refusal and negotiation skills to avoid risky situations.
 - j) Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.
 - k) Describe healthy ways to handle the emotional, psychological, and physical consequences of stress.
 - l) Design a management plan to reduce stress.
 - m) Justify and encourage safe, respectful, and responsible relationships.
 - n) Identify resources for helping someone who is exhibiting self-harming behaviors.
 - o) Create strategies for helping others prevent or get help with bullying.
 - p) Analyze opportunities for community service.
 - q) Create environmental design solutions that promote physical and psychological health.