

8th Grade – Health Curriculum

Revised 9/15/2020

Chapter 1 – Mental and Emotional Health

(2.1.8.PGD.1, 2.1.8.PGD.2, 2.1.8.PGD.3, 2.1.8.PGD.4, 2.1.8.EH.1, 2.1.8.EH.2, 2.1.8.CHSS.1, 2.1.8.CHSS.2, 2.1.8.CHSS.3, 2.1.8.CHSS.4, 2.1.8.CHSS.5, 2.1.8.CHSS.6, 2.1.8.CHSS.7, 2.1.8.CHSS.8)

Objectives

- Discuss how the three parts of health are related.
- Discuss ten life skills to help you maintain and improve your health and the health of others.
- Identify the ways risk behaviors affect overall health.
- Describe the four basic skills needed for health literacy.
- Explain the purpose of the wellness scale.
- Discuss interpersonal communications, including the use of I-messages.
- Compare verbal and nonverbal communication.
- Identify effective communication skills
- List guidelines for telephone, Internet and written communication.
- Explain effective communication with different audiences.
- Discuss the factors that influence personality.
- Explain how to demonstrate traits of good character.
- Define and give examples of addictive behaviors.
- Discuss ways of expressing the four basic emotions.
- Explain how to manage anger and deal with criticism.
- Describe the five stages of grief and death and dying.
- Discuss how to comfort a grieving person.
- Discuss how the body reacts to stressors.
- Identify stress management skills.
- Discuss steps to help teens who are depressed.
- List steps for suicide prevention.
- Describe three decision-making styles.
- Demonstrate how internal and external influences might affect your decisions.
- List ways to say “no” to negative peer pressure.
- Explain how to access valid health information.
- Discuss the value of goal setting.
- List the steps for creating a health behavior contract.

Extended Activities:

1. Ask pairs of students to write down a list of behaviors. Have each pair exchange its list with another pair. Ask students to work with their partners to classify each action as a healthful behavior or a risk behavior.
2. Have students create a poster aimed at persuading other teens to adopt one of the techniques for managing stress.

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Gifted and Talented Activities:

1. Ask students to write a paragraph agreeing or disagreeing with this statement: “It is easier to avoid risk behaviors if your friends avoid them also”.
2. Word-processing programs give writers access to many different fonts. Which are appropriate for different uses. Have students write a short message in one of these programs and repeat it several times using different fonts each time. Have them identify appropriate uses for each font.

Chapter 2 – Mental and Emotional Health

(2.1.8.PGD.1, 2.1.8.PGD.2, 2.1.8.PGD.3, 2.1.8.PGD.4, 2.1.8.SSH.1, 2.1.8.SSH.2, 2.1.8.SSH.3, 2.1.8.SSH.4, 2.1.8.SSH.5, 2.1.8.SSH.6, 2.1.8.SSH.7, 2.1.8.SSH.8, 2.1.8.SSH.9, 2.1.8.SSH.10, 2.1.8.SSH.11)

Objectives

- Identify social skills that promote healthful relationships.
- Describe common causes of conflict among teens.
- Explain conflict resolution skills.
- Discuss steps in the mediation process.
- Identify healthful family relationships.
- Discuss healthful adjustments teens might make when families change.
- Describe how family relationships can be harmful.
- Summarize how dysfunctional families can be helped.
- Describe the five qualities shared in healthful friendships.
- Differentiate between positive and negative peer pressure.
- Discuss how to show self-respect by protecting yourself from negative peer pressure.
- Discuss group dating.
- List dating guidelines.
- Explain reasons for setting limits for showing affection.
- List reasons why practice abstinence is a responsible decision.
- Explain who to use resistance skills if there is pressure to be sexually active.
- Identify behaviors that support the decision to practice abstinence.
- List steps teens who have been sexually active can take to change their behavior
- Explain the importance of honoring commitments in marriage and other relationships.
- Discuss the problems with teen marriage.
- Identify the problems and risks of teen parenthood.

*Supplemental Resources

2.1.8.SSH.1-7

[The Pride Guide: A Guide to Sexual and Social Health for LGBTQ Youth](#)

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Extended Activities:

1. Have students draw a flow chart noting the steps to take when resolving a conflict.
2. Have students design a pamphlet of attractions in your local community suitable for group dates. Students should include the location, hours of operation and cost of the attraction and briefly describe it.

Gifted and Talented Activities:

1. Have pairs or small groups improvise two scenes, one showing a conflict resulting from one of the five causes discussed in the chapter and the other showing how to apply a social skill to avoid that conflict.
2. Have students locate community resources for individuals affected by abuse and domestic violence. Have them list the organizations and describe the services they offer.

Chapter 3 – The Skeletal and Muscular Systems

(2.1.8.PP.1, 2.1.8.PP.2, 2.1.8.PP.3, 2.1.8.PP.4, 2.1.8.PP.5)

Objectives

- Describe the structure and function of the skeletal system.
- Classify joints and explain how they function.
- Describe the structure and function of the muscular system.
- Summarize how to care for the skeletal and muscular systems.
- Describe the structure and functions of the circulatory system.
- Describe the structure and functions of the respiratory system.
- Explain ways to care for the circulatory system.
- Explain ways to care for the respiratory system.
- Describe the structure and functions of the digestive system.
- Explain ways to care for the digestive system and urinary system.
- Describe the structure and functions of the nervous system.
- List the parts of the brain and their functions
- Explain how to care for the nervous system.
- Describe how to care for the integumentary system
- Describe the structure and functions of the endocrine system.
- Identify physical changes in puberty.
- Describe the structure and functions of the reproductive system.
- Explain the menstrual cycle.
- Discuss the structure and function of the male reproductive system
- Discuss how body image relates to well-being.
- Discuss conception and pregnancy.
- Describe how a baby develops.
- Describe prenatal care.
- Discuss the process of labor and delivery.
- Discuss practicing abstinence.
- Identify the stages in the life cycle.
- Discuss a person's childhood years.

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- Discuss the emotional and social changes in adolescence.
- Discuss accepting differences among adolescents.
- Describe the four stages of adulthood.
- Differentiate among physical, mental and social aging.
- Discuss differences in how people age.

Extended Activities:

1. Have students make a series of illustrations with text callouts explaining how the two movable types of joints work.
2. Have students write and present a skit about a teen refusing to join another teen in smoking.

Gifted and Talented Activities:

1. Have students research and report on the dangers of high blood pressure and how to prevent it.
2. Have students use flashcards to write the names and functions of the organs in these systems and then take turns with a partner quizzing each other in their knowledge.

Chapter 4 – Nutrients

(2.2.8.N.1, 2.2.8.N.2, 2.2.8.N.3, 2.2.8.N.4)

Objectives

- Identify the influences on your food choices.
- List the six kinds of nutrients you need to maintain optimal health.
- Describe vitamins and minerals.
- Describe how cultures influence food choices.
- Describe the five food groups.
- List the number of servings recommended daily by the Food Guide Pyramid.
- List examples of foods and the nutrients you can obtain from each of the five food groups.
- Describe the Mediterranean and Latin American pyramids.
- Explain how diet is related to heart disease.
- List the Dietary Guidelines for Americans.
- Explain how diet is related to cancer, diabetes, and hypoglycemia.
- List ways to prevent foodborne illness.
- Interpret nutrition facts and information on food labels.
- Identify healthful food choices at fast-food restaurants.
- Identify healthful choices at ethnic restaurants.
- Discuss how to recognize healthful versus harmful eating habits.
- Explain how to determine a healthful weight and body composition.
- Describe how to maintain a healthful weight.
- Discuss factors that influence body image.
- List suggestions for developing a positive body image.
- Describe the causes, symptoms and treatments of eating disorders.
- Identify factors that contribute to obesity and health problems caused by obesity.

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Extended Activities:

1. Have students draw an outline of the human body and then add labels stating which nutrients provide benefits for particular parts of the body. They can use lines to connect the labels to the appropriate part of the body.
2. Have students write down everything they ate on a recent day. Then have them write a paragraph about what they ate to the recommendations of the Food Guide Pyramid and stating what they could do to change their eating patterns if necessary.

Gifted and Talented Activities:

1. Have students write a jingle aimed at persuading teens to drink six to eight ounces glasses of water a day.
2. Have students research one of the food pyramids representing the cultures of a different region of the world and prepare a day's menu on that pyramid.

Chapter 5 – Personal Health and Physical Activity

(2.3.8.PS.1, 2.2.8.PF.1, 2.2.8.PF.2, 2.2.8.PF.3, 2.2.8.PF.4, 2.2.8.PF.5, 2.2.8.LF.1, 2.2.8.LF.2, 2.2.8.LF.3, 2.2.8.LF.4, 2.2.8.LF.5, 2.2.8.LF.6, 2.2.8.LF.7)

Objectives

- Summarize how to care for your skin, nails and feet.
- Explain ways to care for your hair.
- Describe how to make a health behavior contract for being well groomed.
- Describe ways to care for your eyes and ears.
- Discuss ways to prevent hearing loss.
- Discuss how your physician helps you stay healthy.
- Describe ways your dentist helps you keep your teeth and gums healthy.
- Explain the purpose of wearing braces.
- Discuss proper brushing and flossing techniques.
- Describe the features of a dental health plan.
- List the top ten reasons for being physically active.
- Describe how physical activity relates to well-being.
- Explain how physical activity relates to stress management.
- Describe how physical activity relates to social skills.
- Describe how physical activity relates to competition.
- Describe how physical activity affects your heart, lungs and blood vessels.
- Explain how physical activity affects your bones, joints, muscles, weight and body composition.
- Explain how adequate rest and sleep promote health.
- Describe the five areas of health related fitness.
- Identify exercises used to measure physical fitness.
- Explain the benefits of exercises for health related fitness.
- List the skills you need for skill related fitness.
- List examples of lifetime sports and physical activities
- Identify individual and team sports used to develop physical fitness.

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- Explain the meaning and purpose of training principals.
- Describe factors to consider when designing a fitness plan.
- Discuss ways to prevent injuries when participating in physical activities.
- Describe ways to be responsible as a sports participant and as a spectator.

Extended Activities:

1. Have students make a weekly plan for building both health and skill related fitness. The plan should describe the activities and explain when and how long each is done.
2. Have students write down a personal fitness plan that is not balanced. Students can then exchange with a partner and discuss how each plan might be improved.

Gifted and Talented Activities:

- 1 Have students act out the role of personal trainer and make a checklist they might use to help develop a personal fitness plan.
- 2 Have a group of students use a video recorder to make an informational video about sports safety for young athletes. Encourage students to show rather than tell the information they want to convey.

Chapter 6 – Violence and Injury Prevention

(2.3.8.PS.1, 2.3.8.PS.2, 2.3.8.PS.3, 2.3.8.PS.4, 2.3.8.PS.5, 2.3.8.PS.6, 2.3.8.PS.7, 2.3.8.DSDT.T.1, 2.3.8.DSDT.T.2, 2.3.8.DSDT.T.3, 2.3.8.DSDT.T.4, 2.3.8.DSDT.T.5)

Objectives

- Identify protective factors against violence.
- Describe a form of violence.
- Describe the forms and signs of abuse.
- List ways to avoid violence.
- Identify protective factors against violence.
- List ways to avoid violence in your own life.
- Describe how you can protect yourself by avoiding alcohol, other drugs and weapons.
- Describe how you can protect yourself by avoiding gangs and respecting authority.
- List self-protection strategies that help keep you safe. Identify steps to prevent unintentional injuries from falls, suffocation, fire, electric shock and poisoning.
- Design a family fire escape plan.
- Explain ways to be safe around firearms.
- Describe safety guidelines for pedestrians, motor vehicle passengers, bicycle riders, ATV users and users of scooters, skateboards and in-line skates.
- Describe ways to prevent farm injuries and animal bites.
- Identify health conditions that might occur during cold and hot weather.
- Explain safety guidelines to follow during thunderstorms, hurricane, or tornado watch or warning.
- Explain safety guidelines to follow during earthquakes or floods.
- Describe rules for water safety and camping safety.

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- Classify items that should be kept in a first aid kit.
- Identify universal precautions for protecting your health.
- Explain the guidelines for making emergency calls.
- Describe the Good Samaritan Laws and consent to give first aid.
- Demonstrate the universal distress signal and first aid for choking.
- Explain victim assessment and rescue breathing.
- Describe the process of cardiopulmonary resuscitation.
- Discuss training courses in CPR.
- Describe the first aid procedure for shock.
- Explain the first aid procedure for stroke.
- Discuss the first aid procedure for heart attacks.
- Describe the first aid procedure for treating wounds.
- Explain how to control bleeding from wounds and how to treat nose bleeds.
- Discuss the treatment and prevention of knocked-out teeth.
- Explain the first aid procedure for fractures, dislocations, sprains and strains.
- Explain the first aid procedures for poisoning.
- Describe ways to prevent and apply first aid for mosquito bites, bee stings, snakebites and spider bites.
- Describe ways to prevent and apply first aid for marine animal stings and tick bites.
- Explain the first aid procedures for burns.

Extended Activities:

1. Have students write a story describing the experiences of someone who lived through a natural disaster.
2. Have students make a brochure with basic information for other students about how to respond when someone is choking or needs rescue breathing or CPR.

Gifted and Talented Activities:

1. Ask students to draw a comic strip illustrating a situation in which a person performs one of the techniques to save a life discussed in this lesson.
2. Have students develop a set of poison- safety cards. One side of the card should have a picture of a potentially poisonous object and the other side should have a description of the risk.

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Chapter 7 – Alcohol, Tobacco and other Drugs

(2.3.8.ATD.1, 2.3.8.ATD.2, 2.3.8.ATD.3, 2.3.8.ATD.4, 2.3.8.ATD.5, 2.3.8.DSDT.1, 2.3.8.DSDT.2, 2.3.8.DSDT. 3, 2.3.8.DSDT.4, 2.3.8.DSDT.5)

Objectives

- Explain ways that drugs enter the body.
- Explain how drugs affect the body.
- Describe the similarities and differences between prescription drugs and over the counter.
- Discuss the guidelines for using OTC drugs in safe ways.
- Describe factors that affect blood alcohol concentration and the effects of varying levels of BAC.
- Discuss the short-term and long-term effects of alcohol on the body and mind.
- Explain how gastric ADH works in females and males
- List the risks associated with drinking alcohol during pregnancy.
- List ways alcohol affects the mind.
- Describe characteristics of problem drinking and alcoholism.
- Explain the effects of alcoholism on and support groups for family members and friends.
- Analyze the influences of culture, family, and the media on your decision to drink or not drink.
- Discuss the harmful effects of the addictive drug nicotine.
- Describe the short-term health effects of smoking.
- Describe the long-term effects of smoking.
- Summarize the effects of smoking on the long-term goals and the health of your future family.
- Summarize risk of breathing second hand smoke.
- List ways to reduce exposure to secondhand smoke.
- Explain the risks of smokeless tobacco.
- Discuss examples of faulty thinking in advertising and media that influences teens to smoke or tobacco products.
- Describe how teens can say “no” to tobacco use.
- Summarize reasons for saying “no” to tobacco.
- Identify ways to quit smoking, including tobacco cessations programs.
- Describe the difference between controlled drugs and illegal drugs.
- Discuss the effect of illegal and controlled stimulants.
- Discuss the effects of depressants, sedatives and hypnotics.
- Discuss the effects of narcotics.
- Describe the source, composition and effects of marijuana.
- Describe the effects of hallucinogens.
- Describe the effects of anabolic steroids.
- Explain the effects of using inhalants.
- Explain how misuse and abuse progress to drug dependence.
- Describe the behaviors of denial and honest talk.
- Discuss formal intervention and resources available for treatment of drug dependency.
- Describe risk and protective factors for drug misuse and abuse.

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- Explain how staying drug free protects against violence, unintentional injuries, infection with HIV and unintended pregnancy.
- Summarize reasons for saying “no” to alcohol and drugs.

Extended Activities:

1. Have small groups of students write a rap song or poem describing the harmful effects of cigarette smoking. Allow groups to share their songs and poems with the class.
2. Have students devise a graphic organizer that illustrates the relationship among stimulants, depressants and narcotics..

Gifted and Talented Activities:

1. Have small groups of students role-play a scene in which a teen tells a friend that cigarette smoking makes the friend appear unhealthy and uninformed rather than cool and mature.
2. Have groups of students work together to compile a quiz that assesses the main topics of this lesson. Then have the groups trade the quizzes and respond to one another’s questions.

Chapter 8 – Communicable and Chronic Diseases

(2.3.8.HCDM.1, 2.3.8.HCDM.2, 2.3.8.HCDM.3, 2.3.8.HCDM.4, 2.3.8.HCDM.5, 2.3.8.HCDM.1.6, 2.3.8.HCDM.1.7)

Objectives

- List different kinds of pathogens and how pathogens can be spread.
- Discuss ways to prevent the spread of disease.
- Discuss ways the body defends itself against disease.
- Describe behaviors that keep the immune system healthy.
- Describe the causes, symptoms, diagnosis and treatment of common communicable diseases.
- Summarize easy ways to reduce your risk of communicable disease.
- Describe facts and fallacies about how STDs are spread.
- Discuss the causes, symptoms, and treatment of various STDs.
- Discuss ways to prevent STDs by practicing abstinence and responsible behavior.
- Explain how HIV destroys the immune system.
- Describe the signs of HIV infection.
- Describe how HIV is and is not spread.
- Discuss tests for, treatment of, and prevention of HIV infection.
- Tell how health care workers can protect themselves from HIV infection.
- Discuss the four step method for making responsible decisions.
- Apply responsible decisions for your life.
- Discuss causes of chronic diseases.
- Identify types of cardiovascular disease.
- Describe ways to prevent cardiovascular disease.
- Discuss treatment for cardiovascular disease.
- Explain why you should keep a personal health record.
- Explain how cancers are classified.
- List the early warning signs of cancer.
- Describe ways to reduce your risk of developing cancer.
- Discuss ways of testing for and treating cancer.

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- Discuss how to cope when a family member has cancer.
- Discuss the definitions of and symptoms and treatments for allergies, arthritis, asthma, cerebral palsy, cystic fibrosis, muscular dystrophy, epilepsy and multiple sclerosis.

Extended Activities:

1. Have students draw a cartoon that shows several strategies for maintaining a healthy heart.
2. Have pairs of students take the part of healthcare professionals who deliver a talk about HIV/AIDS. Have them perform their talk for the class.

Gifted and Talented Activities:

1. Have students describe the daily activities of a person who practices behaviors to promote a healthy heart.
2. Have students develop a questionnaire of about ten questions and survey other students to determine the level of facts about HIV/AIDS. Have students discuss their findings.

Chapter 9 – Community and Environmental Health

(2.1.8.CHSS.6, 2.1.8.CHSS.7)

Objectives

- Explain how to evaluate sources of health-related information.
- List professional and government groups that promote health.
- List reasons for going on-line to find health related information.
- Describe how to use the computer on CD-ROM and on-line.
- Discuss Internet safety tips.
- Discuss comparison shopping.
- Describe different types of appeals used in advertisements.
- Explain the influence of technology.
- Discuss what influences your purchases.
- Summarize guidelines for choosing healthful entertainment.
- Explain how to make a customer complaint.
- Discuss how to recognize quackery.
- Discuss the four step method for accessing valid health information, products and services.
- Apply accessing valid health information, products, and services in your life.
- Explain how to make a time management plan.
- Describe how to make a budget.
- Tell how to recognize entertainment and shopping addictions.
- Discuss preventive care.
- Explain how to choose health care providers.
- Identify medical specialists.
- Discuss health care facilities.
- Discuss the health care system.
- Discuss health care facilities and services.
- Explain ways to pay for health care.
- Describe public health on federal, state and local levels.

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- Explain ways to get started as a volunteer.
- Discuss learning about careers by mentoring and shadowing.
- Discuss health care careers.

Extended Activities:

1. Have students write descriptions of five days in the life of a teen who carefully manages time to accomplish many tasks.
2. Have students write a brochure giving guidelines for caring for clothes, personal property and living space.

Gifted and Talented Activities:

1. Have pairs of students write and act out a scene depicting the conflict that can arise if people do not care for a living space they share. Then have them act out an alternate version of the scene that shows people getting along well because they work together to care for the space.
2. Have students design a brochure advising teens on the benefits of time and money management.

Chapter 10 – Environmental Health

(2.1.8.SSH.2, 2.1.8.SSH.3)

Objectives

- Explain how the balance is maintained in an ecosystem.
- Describe how pollution harms the environment.
- Discuss agencies that help protect the environment.
- Describe how the air becomes polluted.
- Explain the changing atmosphere.
- Discuss causes of indoor air pollution.
- List ways to keep air clean.
- Explain how the water cycle is related to water pollution.
- Describe chemical and thermal pollution of water.
- List ways to conserve water.
- Describe waste disposal methods.
- Explain methods of conserving the land.
- Examine ways to conserve the rainforests.
- List ways to conserve energy.
- Identify benefits of a pleasant visual environment.
- Describe how to reduce noise pollution.
- Identify the benefits of pleasant sounds.
- Discuss the benefits of a positive social-emotional environment.

Extended Activities:

1. Have students determine what precycling and recycling practices they and their families can adopt.
2. Ask students to make a crossword puzzle using words and concepts from the lesson. Have them exchange their puzzle with other students and then solve the one they receive.

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Gifted and Talented Activities:

1. Direct students to draw a comic book story that describes sources of air pollution and strategies for combating it.
2. Have students find out where solid waste from the community is taken and how it is disposed of. Have them determine whether local officials anticipate any problems with waste disposal and if so, what they are doing about it. Have students report their findings.