

# STANDARDS FOR HEALTH AND WELLNESS: GRADE 8

## CATALINA FOOTHILLS SCHOOL DISTRICT

### **Standard 1: Essential Health Concepts**

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

HW.8.1.1 Describe ways to reduce or prevent injuries and other adolescent health problems (for example: safety steps in physical activity and equipment use, injury or illness if engaging in alcohol, tobacco and other drug use; required: sun safety).

HW.8.1.2 Describe the interrelationships of emotional, intellectual/mental, physical, and social health in adolescence (for example: body's response to stress and its effect on overall health, how positive relationships with others helps develop a positive self-concept).

HW.8.1.3 Describe how physical activity contributes to disease prevention (for example: health issues that are affected by physical activity and why). [Connect to Physical Education]

HW.8.1.4 Describe the relationship between poor nutrition and health risk factors. [Connect to Physical Education]

### **Standard 2: Analyzing Influences**

**Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

HW.8.2.1 Analyze the influence of various factors on healthy and unhealthy behaviors of adolescents.

- media messages (for example: eating behaviors/good choices, smoking, alcohol use, body image, stereotypes of masculinity and femininity, put-downs, disrespectful communication)
- technology (for example: blood/glucose monitors, home cholesterol kits, fitness and nutrition apps, heart rate monitors, pedometers)
- perceptions of norms ("everybody is doing it," teenagers are risk takers; wearing seat belts, alcohol and drug use, smoking)

### **Standard 3: Accessing Valid Information and Services**

**Demonstrate the ability to access valid information and products or services to enhance health.**

HW.8.3.1 Locate valid and reliable health information (Center for Disease Control, Food and Drug Administration, American Heart Association), products (acne medication, weight loss/gain, vitamin and mineral supplements), and services (for example: doctor, pharmacist, dietitian).

HW.8.3.2 Analyze the validity of health information, products, and services (for example: recognize when health information is accurate).

#### **Standard 4: Interpersonal Communication**

**Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

HW.8.4.1 Apply effective verbal and nonverbal communication skills to enhance health (for example: body language matches words, show care and concern; between friends when no wanting to cheat on homework, unsafe situations such as bullying/cyberbullying).

- refusal and negotiation skills that avoid or reduce health risks (for example: effective ways to say no to negative peer pressure-cheating, bullying, disrespectful behavior toward adults; walk away, contact a trusted adult, delay, say no again, change the subject, give a reason or excuse)

HW.8.4.2 Model effective conflict management or resolution strategies (for example: peer mediation skills; stay calm, listen, seek the assistance of a mediator, apologize or accept an apology, work together to resolve the conflict, compromise on a choice that is fair to all persons, etc.).

#### **Standard 5: Decision Making**

**Demonstrate the ability to use decision-making skills to enhance health.**

HW.8.5.1 Determine when health-related situations require the application of a thoughtful decision-making process (for example: how one might decide not to smoke despite influences of peers or family, what to do when someone is teased or bullied).

- distinguish when an individual or collaborative decision-making is appropriate (for example: when experiencing sadness requires support from an adult)

HW.8.5.2 Analyze the outcomes of a health-related decision (for example: substance abuse) [Students will conduct research on a different topic each year.]

- predict the potential short-term impact of healthy and unhealthy decisions (for example: drug abuse, choosing to be drug-free, supporting a friend who has decided to be alcohol, tobacco, and drug-free).

#### **Standard 6: Goal Setting**

**Demonstrate the ability to use goal-setting skills to enhance health.**

HW.8.6.1 Assess personal health practices or behaviors (for example: level of personal activity, stress management).

- develop a goal to adopt, maintain, or improve a personal health practice. [Connect to Physical Education]
- apply strategies and skills needed to attain a personal health goal.

- describe how personal health goals can vary with changing abilities, priorities, and responsibilities (for example: physical activity program based on life changes).

### **Standard 7: Practicing Health-Enhancing Behaviors**

**Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

HW.8.7.1 Explain the importance of assuming responsibility for personal health behaviors. [Connect to Standards 1 and 2]

### **Standard 8: Health Promotion**

**Demonstrate the ability to advocate for personal, family, and community health.**

HW.8.8.1 Select a health enhancing position on a topic and support it with accurate information (for example: regular medical check-ups, importance of physical activity).

- demonstrate how to influence and support others to make positive health choices (for example: use of technology)

HW.8.8.2 Identify ways in which health messages and communication techniques can be altered for different audiences (for example: positive and negative health product advertising).