

# 8<sup>th</sup> GRADE

## Mental, Emotional and Social Health

### Lessons

### Indicators

Body Image  
Positive Self-  
Concept

M-8.1.1 Examine factors that contribute to a positive self-concept.

M-8.1.2 Discuss the interrelationship among mental, emotional, social, and physical health during adolescence.

Influences on  
Body Image

M-8.2.1 Examine how family, peers, and the media influence the mental, emotional, and social health of adolescents.

M-8.1.3 Describe the characteristics of resiliency.

M-8.7.2 Discuss coping strategies to increase his or her resiliency.

Discover Valid  
Health Information  
(Research Lab)

M-8.3.1 Locate valid health information, products, and services.t..

Develop a stress-  
management plan

M-8.6.1 Implement a stress-management plan.

Maintain / Improve  
Mental, Emotional,  
and Social Health

M-8.7.1 Implement strategies to maintain or improve his or her mental, emotional, and social health.

# 8<sup>th</sup> GRADE

## Personal Health

### Lessons

### Indicators

#### 8 Dimensions of Personal Wellness

P-8.1.1 Explain the components of a personal wellness program.

P-8.1.2 Discuss how heredity, lifestyle, behaviors, environment, and medical care influence an individual's health.

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#### Communicable Diseases Cancer Pathways and Blood Donation

P-8.7.1 Explain behaviors that may lead to the spread of communicable diseases (for example, common cold, flu,).

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#### Dental Health Plan (Guest speaker)

P-8.7.2 List actions to include in a dental health plan.

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#### Advocate for a healthy environment (Blue Zone Project)

P-8.8.1 Demonstrate ways to encourage others to avoid risk-taking behaviors.

P-8.8.2 Demonstrate ways to advocate for a healthy environment.

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#### Day 2 - Finish Project

# 8<sup>th</sup> GRADE

## Injury Prevention and Safety

### Lessons

### Indicators

#### Review Personal Safety

(Include Internet Safety)

I-8.1.1 Identify ways to reduce risk of unintentional and intentional injuries in the home, school, and community.

I-8.5.1 Apply a decision-making process to deal with situations involving personal safety and risk, including the use of the Internet.

#### Refusal Skills

(Role Play Activity)

I-8.4.1 Apply refusal and negotiation skills to reduce the risk of injury and promote personal safety.

#### Conflict Management

I-8.7.1 Demonstrate behaviors and strategies to manage conflict in healthy ways.

I-8.7.2 Analyze ways to avoid or reduce threatening situations..

#### Impact of Gangs

I-8.1.2 Discuss the impact of gang activity on individuals, peers, family, school, and community.

I-8.2.1 Analyze the effect of gangs on personal safety in his or her community..

#### How can I reduce violence?

I-8.7.3 Implement protective strategies to reduce the risk of violence in his or her home, school, and community..

# 8<sup>th</sup> GRADE

## Alcohol, Tobacco and Other Drugs

### Lessons

### Indicators

Why do people use ATOD?

D-8.1.1 Discuss the reasons that individuals use and abuse ATOD.

D-8.2.1 Analyze the influence of family, peers, culture, and the media on an individual's ATOD use.

Consequences of ATOD use (PSA project)

D-8.1.2 Examine the short- and long-term effects and consequences of ATOD use, including the impact on society.

D-8.5.1 Analyze ways that a person's decisions about ATOD affect his or her family and peers as well as society.

Day 2 - Finish Project

Positive Alternatives (Role of Dopamine)

D-8.5.2 Explain when and how to ask for assistance in dealing with ATOD abuse in his or her family.

D-8.8.1 Demonstrate ways to advocate to others to use positive alternatives to ATOD use.

SRO Guest Speaker

D-8.1.3 Identify ways to access laws relating to ATOD use, possession, and sales.

# 8<sup>th</sup> GRADE

## Nutrition and Physical Activity

### Lessons

### Indicators

Review dietary guidelines and eating disorders

N-8.1.1 Examine the benefits of following the federal dietary guidelines.

N-8.2.1 Describe ways that personal economics and geographic location influence food choices and availability.

N-8.1.2 Discuss ways that disordered eating impacts an individual's health, including his or her oral health.

N-8.1.3 Compare and contrast the mental, social and physical benefits of moderate to vigorous physical activity.

Personal dietary plan  
(Think- Pair- Share)

N-8.6.1 Set a personal goal to achieve a healthy diet, monitor the progress of that goal, and make the necessary adjustments to reach it.

N-8.6.3 Develop and implement a personal dietary plan that benefits his or her oral health as well as overall health.

Personal activity plan

N-8.2.2 Discuss the influence of the environment on a person's physical activity.

N-8.6.2 Develop and implement a plan to increase his or her physical activity.

Research Lab  
(Develop Personal Dietary and Activity Plan)

Present your personal plan

N-8.7.1 Discuss the importance of assuming personal responsibility for healthy eating and physical activity.

N-8.4.1 Explain to others the importance of variety and moderation in food selection and consumption.

# 8<sup>th</sup> GRADE

## Growth, Development, and Sexual Health and Responsibility

### Lessons

### Indicator

#### Influence of family (Family Interview Assignment)

- G-8.1.1 Explain how roles, rules, and responsibilities of the members in a family change over time (for example, parental responsibilities regarding a teenager as opposed to an infant).
- G-8.4.1 Discuss effective verbal and nonverbal communication skills for healthy parent, family, and peer relationships.
- G-8.4.3 Compare and contrast ways to communicate with parents, family members, and other trustworthy adults (for example, health care providers, school nurses, guidance counselors) about reproductive health and responsible behaviors.

#### Influence of the Media

- G-8.2.1 Explain ways that culture and the media influence families and relationships.
- G-8.2.2 Explain ways that the media influences an individual's body image.
- G-8.2.3 Discuss the influence of family, peers, culture, and the media on personal decisions about sexuality and behavior.

#### Reproductive System Compare and Contrast

- G-8.1.2 Compare and contrast the structures and functions of the male and female reproductive systems.
- G-8.1.3 Discuss health issues that are specifically related to the reproductive systems.
- G-8.1.8 Describe the signs and symptoms of pregnancy.
- G-8.1.5 Describe signs and symptoms of STIs/STDs, HIV, and AIDS.
- G-8.1.6 Describe effective treatments for STIs/STDs, HIV, and AIDS.
- G-8.3.1 Evaluate the availability of valid information and community resources related to reproductive health and STIs/STDs.

#### Contraception & Dating Violence

(SEPARATE MALE & FEMALE)

- G-8.1.4 Discuss the advantages of abstinence.
- G-8.1.7 Explain effective methods for the prevention of STIs/STDs, HIV, and unintended pregnancy.
- G-8.1.9 Discuss South Carolina laws relating to the sexual conduct of minors, including criminal sexual conduct.
- G-8.3.2 Access valid information and resources related to dating violence, sexual harassment, and sexual abuse.
- G-8.7.1 Develop strategies for dealing with harmful behaviors, including dating violence, in his or her relationships.
- G-8.7.2 Discuss the appropriate steps a person should take if he or she becomes the victim of dating violence, sexual harassment, or assault.

#### What's your why? (Reasons to protect yourself)

- G-8.4.2 Utilize communication and refusal skills to promote sexual abstinence and to avoid risk behaviors.
- G-8.5.1 Apply a decision-making process to promote abstinence and to avoid risk behaviors, including the use of the Internet.
- G-8.6.1 Set a personal goal to protect him- or herself from STIs/STDs, HIV, and AIDS.
- G-8.6.2 Set a personal goal to prevent pregnancy.