

<b>Grade Level: Middle School</b>		
<b>GRADE 8 Topics</b>	<b>Health Standards</b> <i>As a result of the learning experiences provided, the learners will:</i>	<b>Resources</b>
<b>A. Mental Health</b>	<ol style="list-style-type: none"> <li>1. Apply self-esteem building skills.</li> <li>2. Identify and analyze positive character traits.</li> <li>3. Describe how character traits influence decision making and consequences (positive/negative).</li> <li>4. Recognize examples of bullying behaviors.</li> <li>5. Identify strategies to deal with or prevent bullying actions.</li> <li>6. Recognize examples of sexually harassing behaviors including grooming.</li> <li>7. Analyze the harmful effects of stereotypes and cliques.</li> <li>8. Identify benefits of short and long-term goal setting.</li> <li>9. Name and describe the most common mental and emotional disorders.</li> <li>10. Describe the stages of the stress response</li> <li>11. Name positive stress management techniques and coping skills</li> <li>12. Recognize harmful ways people deal with stress (e.g., self-mutilation, drug abuse, suicide, eating disorders).</li> <li>13. Define what it means to be resilient.</li> <li>14. Identify various types of depression.</li> <li>15. Describe ways to cope with depression.</li> <li>16. Identify warning signs and prevention strategies of suicide.</li> <li>17. Name ways in which a person can seek help with depression or feelings of suicide.</li> </ol>	<p><b><u>Textbook:</u></b> <i>Decisions for Health, Level Blue, Holt, 2009 ed.</i></p> <p><b><u>Videos:</u></b>  <i>John Foppe: Self Esteem, Odd Girl Out (Bully/Harassment)</i>  <i>Dr. Seuss: Sneetches (Cliques/Stereotypes),</i>  <i>The Robert Beirer Story: A Deadly Secret (Suicide)</i></p> <p><i>Inner Voice (Eating Disorders)</i>  <i>Understanding Anorexia and Bulimia,</i></p> <p><i>No Excuses: Sexual Harassment</i></p> <p><i>I was Cyberbullied</i>  <i>Common Psychological disorders of Adolescence</i></p> <p><b><u>Other Resources:</u></b>            Syntero, School Counselors</p> <p><b><u>Literature:</u></b>            7 Habits of Highly Effective Teens (Sean Covey)</p> <p><b>Red Flags: Thick and Thin Signs of Suicide (SOS)</b></p> <p><b>District created resources</b>            Role play bullying scenarios</p>

<p><b>Unit B:</b></p> <p><b>Nutrition</b></p>	<ol style="list-style-type: none"> <li>1. Review food sources and functions of 6 nutrients groups.</li> <li>2. Discuss life-long healthy nutrition habits.</li> <li>3. List individual fitness and dietary guidelines based on Choose My Plate research and the impact on childhood obesity.</li> <li>4. Describe how the dietary guidelines are used to reduce cancer, diabetes, hypertension, high cholesterol, hypoglycemia, and obesity</li> <li>5. Recognize and analyze how media and peers influence personal diet and nutrition</li> <li>6. Identify why it is important to have a positive body image.</li> </ol>	<p><b><u>Textbook:</u></b> <i>Decisions for Health, Level Blue, Holt, 2009 ed.</i></p> <p><b><u>Websites-</u></b> ChooseMyPLate.gov</p> <p><b><u>Videos:</u></b>            THAT Sugar Film            Fed Up-Documentary            The Dangers of Sugar and Salt            Dying to be thin</p> <p><b>District created resources</b></p>
<p><b>Unit C:</b></p> <p><b>Human Growth and Development</b></p>	<ol style="list-style-type: none"> <li>1. Identify physical, mental and emotional changes that occur during puberty.</li> <li>2. Identify secondary sex (gender) characteristics.</li> <li>3. Identify the functions of the reproductive structures: male reproductive system, female reproductive system and the menstrual cycle.</li> <li>4. Explain the process of fertilization.</li> <li>5. Trace the development of a baby from conception to birth.</li> <li>6. Outline the stages of labor.</li> <li>7. Define reasons to practice abstinence why abstinence is the most responsible choice for teens to avoid teen pregnancy and parenthood.</li> <li>8. Identify harmful consequences of teen pregnancy.</li> <li>9. Identify permanent, artificial, and natural methods of contraceptives.</li> <li>10. Identify risks and failure rates associated with various methods of contraception.</li> <li>11. Understand sexual risks associated with sexually transmitted infections including symptoms, and treatment.</li> <li>12. Differentiate between a healthy and unhealthy dating relationship.</li> <li>13. Identify ways to prevent and protect against dating abuse and date rape.</li> <li>14. Discuss how a drug free lifestyle supports the decision not to be sexually active.</li> </ol>	<p><b><u>Textbook:</u></b> <i>Decisions for Health, Level Blue, Holt, 2009 ed.</i></p> <p><b><u>Videos:</u></b>            Miracle of Life            Daddy            Consent is Like Tea, AIDS: One Teenagers Story            When Dating Turns Dangerous            Open Arms, Open Eyes (Dating Violence),            Abstinence First: Version B,            Caution: Teenager Under Construction, Pregnancy Decisions</p> <p><b><u>Website:</u></b>  <a href="#">Dating_violence</a></p> <p><b><u>Other resources:</u></b> Health Centers,            SMART Common Sense</p> <p><b>District created resources</b></p>



<p><b>Unit D:</b></p> <p><b>Substance Abuse</b></p>	<p>Explain the process of physiological and psychological addiction/dependency.</p> <ol style="list-style-type: none"><li>1. Recognize the risks associated with vaping/juuling.</li><li>2. Identify effects of drug use on decision making.</li><li>3. Identify effects of drug use on relationships.</li><li>4. Describe resistance skills one can utilize when feeling pressure to use alcohol, tobacco, opioids or other drugs.</li><li>5. Identify school district and community resources available for problems associated with drug use.</li><li>6. Identify the classification of drugs and analyze the effect of each on the human body.<ol style="list-style-type: none"><li>a. Inhalants</li><li>b. Depressants</li><li>c. Stimulants</li><li>d. Hallucinogens</li><li>e. Opioids/narcotics/opiates</li><li>f. Club/designer drugs</li><li>g. Over-the-counter drugs prescription drugs</li><li>h. Performance enhancing drugs (e.g., steroids)</li></ol></li><li>7. Name the health risks and diseases associated with tobacco use.</li><li>8. Describe factors that affect blood alcohol concentration/level (BAC/BAL).</li><li>9. Identify examples of alcohol abuse (i.e., binge drinking, alcoholism, underage drinking).</li><li>10. Discuss attitudes and misconceptions associated with the use of marijuana.</li><li>11. Identify harmful effects/risks of short-term and long-term use of recreational marijuana.</li><li>12. Identify possible uses of medical marijuana and differentiate between medical use and recreational use.</li></ol>	<p><b>Textbook:</b> <i>Decisions for Health, Level Blue, Holt, 2009 ed.</i></p> <p><b>Videos:</b> Everything You need to know about Drugs and the Teen Brain in 22 min. Vaping: More Dangerous than you Think (HMR) The Opiod Epidemic: How I became a Heroin Addict (HMR) Legal, But Deadly: Prescription Drug Abuse, (HMR) 60min. Documentary: Heroin in the Heartland The Overtaken Documentary (Prescription/Designer Drugs), Club Drug Video,</p> <p><b>Websites:</b> <a href="http://DrugFreeWorld.org">DrugFreeWorld.org</a> <a href="http://Learn.Genetics-Utah University Prescription Drug Abuse">Learn.Genetics- Utah University Prescription Drug Abuse</a> <a href="#">Talk About RX</a> <a href="#">Prevent RX Abuse</a> <a href="#">Help students avoid RX drugabuse</a> <a href="#">se</a> <a href="#">RX to Heroin</a> <a href="#">VitalSigns heroin cdc</a> <a href="#">Teens drugabuse.gov</a> <a href="#">NIH teendrugabuse drugfacts epidemics</a> I didn't think it would happen to me, the truth about heroin</p> <p><b>Other Resources:</b> SRO</p> <p><b>District created resources</b></p>
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