

STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

A. Body Systems

<p><b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i></p>	<p><b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i></p>	<p><b>HPW Correlation</b> <i>grade/topic*/session/objective</i></p>
<p>1. Human body systems do not exist in isolation. Their optimal functioning depends upon their interdependence. When system failure occurs in one, it ultimately causes problems for other body systems. (HP 1)</p>	<p>a. apply knowledge of system interrelationships to predict health problems that occur during puberty and the interrelationship among systems that cause these changes (1.6; 1.10)</p>	<p>5/HG/53-54/3; 5/DP/61/1; 5/DA/32-33/1; 5/NF/48-49/1; 6/HG/54-55/2,3; 6/PM/3-5/1; 6/SM/18-19/3; 7/HG/60-61/3; 7/DP/67-68/1,2; 8/HG/47-48/2; 8/DP/67-68/2,3; 8/SM/14-15/3</p>
<p>2. The endocrine system is a system of ductless glands that secrete hormones into the blood. These hormones regulate many vital body functions, including growth (pituitary), reproduction (ovaries, testes), fight or flight responses (adrenal) and energy, metabolism (thyroid). (HP 1)</p>	<p>a. describe the physical changes that occur during puberty and the interrelationship among systems that cause these changes (2.3)</p>	<p>5/HG/52/1; 5/HG/51-52/1; 6/HG/57-58/1,2; 7/HG/63-64/1,2; 8/HG/47-48/3,4</p>
<p>3. The nervous system includes the brain, nerves and spinal cord. It is the communication center for the body, sending and receiving messages, regulating body functions and serving as the control center for the five senses and for emotions, speech, coordination, balance, and learning. Learning is influenced by the brain's short-term and long-term memory as well as learning styles and the environment. (HP 1)</p>	<p>a. analyze how learning is influenced by memory, environment, learning styles and strategies (1.2)</p>	<p>5/HG/53-54/1,2</p>
<p>4. The immune system is the body's defense team. It provides the body several lines of defense in order to fight infections and to build resistance to disease. (HP 1)</p>	<p>a. conduct research to answer questions and evaluate information about the immune system (1.2)</p>	<p>5/DP/62-63/1; 5/DP/61/2; 6/DP/62-63/2; 7/DP/69-70/1,2; 8/DP/69-71/2,3</p>
<p>5. The reproductive system includes male and female organs that release specific hormones responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization. (HP 1)</p>	<p>a. research the physical, emotional, social and intellectual changes occurring during puberty (1.2)</p>	<p>5/HG/51-52/3; 5/HG/52/1; 6/HG/56/1,2; 7/HG/65-66/1,3; 8/HG/52-55/1; 8/HG/49-51/1</p>
<p>6. Humans follow a predictable pattern and sequence of reproduction, growth and development (HP 1)</p>	<p>a. use a variety of resources and technologies in order to describe the structure, function and interactions of the endocrine, reproductive, nervous and immune systems (1.4)</p>	<p>5/HG/51-52/2; 6/HG/54-55/2; 6/HG/57-58/1; 7/HG/63-64/1; 8/HG/47-48/2</p>
<p>7. Fetal development and birth follow a sequential process. (HP 1)</p>	<p>a. sequence the process and events of the human life cycle including fertilization, fetal development and birth (1.8)</p>	<p>5/HG/50-51/1; 7/HG/63-64/3</p>

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems

<p><b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i></p>	<p><b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i></p>	<p><b>HPW Correlation</b> <i>grade/topic*/session/objective</i></p>
<p>1. Relationships with peers can include both negative peer pressure and positive peer support. (HP 2)</p>	<p>a. differentiate between negative peer pressure and positive peer support when making informed and responsible decisions (4.1)</p>	<p>5/SM/27-29/1,2; 5/DA/38-39/1; 6/SM/20-21/1; 6/SM/24-25/1; 6/DA/39-40/3; 6/DA/41-42/1,3; 7/SM/22-24/1,2; 7/SM/32-33/1; 7/DA/36-37/1,2; 8/PM/1-3/3; 8/SM/16-17/1,2; 8/DA/36-37/1,2,3</p>
<p>2. Family, friends and culture can influence personal health practices. (HP 2)</p>	<p>a. evaluate ideas and perspectives regarding the influence friendships, peers, and acquaintances have on choices and behaviors during adolescence (1.6)</p>	<p>5/FL/16-18/2; 5/FL/12-13/2; 6/FL/10/1,2; 6/DA/43-44/1,3; 7/FL/9-10/1,3; 7/FL/11-12/1,2,3; 8/FL/9-10/1; 8/HG/49-51/2; 8/HG/52-53/2</p>
<p>3. There are cooperative and social skills that facilitate working in group situations (HP 2)</p>	<p>a. evaluate the importance of effective listening skills in building and maintaining friendships (2.6)</p>	<p>5/FL/14-15/2; 5/FL/16-18/3; 6/FL/11-13/1,3,5; 7/FL/13-14/2; 8/FL/11-13/3; 8/VP/62-65/2</p>
<p>4. All individuals have unique needs that should be considered in order to provide maximal opportunities to lead a healthy, productive life. (HP 2)</p>	<p>a. discuss problems with a trusted adult when encountering confusing or difficult situations (3.2)</p>	<p>5/SM/22-24/4; 5/SM/25-26/3; 5/DA/30-31/3; 6/SM/22-23/2; 7/SM/27-28/3; 7/SM/29-31/2; 8/FL/11-13/1; 8/SM/16-17/2; 8/HG/52-55/2; 8/DA/34-35/3</p>
<p>5. Defense mechanisms are learned behaviors that can be both constructive or destructive as a means for handling emotions. (HP 2)</p>	<p>a. solve problems related to the management of feelings experienced during stress, disappointment, separation or loss (3.5)</p> <p>b. analyze ways individuals can respond to the needs of people with varying abilities (4.3)</p>	<p>5/SM/22-24/3; 5/SM/27-29/2; 6/FL/11-13/4; 6/SM/20-21/2,3; 7/SM/25-26/2,3; 7/SM/34-35/1,2; 8/SM/14-15/1; 8/SM/18-19/3; 8/VP/59-61/3 5/HG/50-51/3; 5/DP/64-66; 6/SM/24-25/3</p>
<p>6. Individuals have responsibilities within culturally diverse social systems. (SS 6)</p>	<p>a. analyze cultural influences on personal health practices and decisions (4.1)</p>	<p>5/FL/16-18/1; 5/SM/22-24/2; 6/PM/3-5/3; 7/SM/32-33/2; 8/VP/59-61/1,2</p>
<p>7. Community networks and government agencies protect and promote individual and community health. (SS 6)</p>	<p>a. select appropriate resources in the community to determine their role in prevention and treatment of health-related problems (i.e., American Cancer Society, March of Dimes, American Heart Association, etc.) (1.7; 3.4; 3.7)</p>	<p>6/FL/8-9/3; 6/CE/16-17/1,2; 8/SM/18-19/3; 8/NF/24-25/3; 8/SA/28-30/4</p>

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STRAND I: FUNCTIONS AND INTERRELATIONSHIPS OF SYSTEMS

B. Social Systems continued

<b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i>	<b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i>	<b>HPW Correlation</b> <i>grade/topic*/session/objective</i>
7. Community networks and government agencies protect and promote individual and community health. (SS 6)	b. examine the viewpoints and collaborative efforts of individuals, communities, and government regarding societal health issues in order to make decisions that are informed and responsible, e.g., recycling efforts, pollution controls, etc. (3.6; 4.6)	5/SM/27-29/3; 6/CE/14-15/1,3,4; 6/CE/16-17/3; 7/CE/19-20/1,2; 8/DA/34-35/3
8. Communication skills needed to foster healthy relationships with peers, adults and members of the community include demonstrating care, consideration and respect of self and others; managing feelings caused by disappointment, stress, separation or loss; and recognizing barriers to effective communication. (HP 2)	a. exchange information and ideas while recognizing the perspective of others (4.1)	5/FL/14-15/2; 6/SA/26-27/3,4; 7/PM/1-2/2; 7/CE/19-20/3; 7/SM/29-31/3; 8/PM/1-3/2; 8/FL/9-10/2

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

A. Personal and Family Health

<b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i>	<b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i>	<b>HPW Correlation</b> <i>grade/topic*/session/objective</i>
1. There are seven behaviors that if performed regularly can contribute to healthy lifestyle. They include eating breakfast every day, refraining from smoking, sleeping six to eight hours each night, maintaining normal weight, exercising regularly, and refraining from drinking alcohol beverages. (HP 2,5)	a. analyze the relationship between behaviors and health (1.7)  b. assess personal health needs during adolescence and apply strategies to address those needs or problems (3.2; 3.3)	5/PM/1-2/3; 5/DP/61/1; 5/PM/9/2; 7/PM/1-2/2; 7/DP/38-39/2; 8/PM/1-3/3  5/PM/10-11/2; 5/PM/9/1; 6/PM/1-2/3; 6/PM/6-7/3; 7/NF/55-56/1,2; 8/PM/6-8/3; 8/NF/20-21/1,3
2. Rapid changes in physical, social, emotional and intellectual growth contribute to adolescent health concerns. Understanding and learning ways to manage these changes can ease the transition to adulthood. (HP 1,2)	a. identify factors that can affect growth and development, differentiating between those they can or cannot change, e.g., heredity, family, environment, physical activity, hormones and disease; examine ways to enhance or adapt the identified factors (4.7)	5/HG/50-51/2,3; 5/HG/53-54/3; 5/NF/44-45/1; 6/HG/56/1; 7/HG/60-61/3; 8/HG/49-51/2; 8/DP/67-68/1-4
3. Human growth and development is influenced by heredity, family and environment. (HP 1)	a. identify ways in which one can alter, enhance or adapt to influences on growth and development (4.7)	5/PM/9/1; 6/PM/3-5/1; 6/DP/59-60/2; 7/PM/3-4/1; 8/FL/9-10/3; 8/HG/49-51/3; 8/DP/69-71/4

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

B. Nutrition Principles and Practices

<p><b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i></p>	<p><b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i></p>	<p><b>HPW Correlation</b> <i>grade/topic*/session/objective</i></p>
<p>1. Fats provide the body with a stored form of energy, warmth and insulation for body organs. Carbohydrates provide the body with an immediate source of energy. Protein helps the body grow, makes muscles strong and repairs body tissues. Vitamins and minerals provide energy and help the body perform many functions including fighting infections, making strong bones and teeth, etc. (HP 2,3)</p>	<p>a. Conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples (1.2; 1.4) b. identify food sources that supply each of the essential nutrients (1.10)</p>	<p>5/NF/46-47/2 5/NF/42-43/3; 7/NF/53-54/1,2; 8/NF/20-21/2</p>
<p>2. Nutrients are used by the body for energy, growth, repair, and cellular needs. (HP 1,2)</p>	<p>a. apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution (1.7) b. describe the contribution specific nutrients make towards growth, repair and cellular needs of the body (1.16)</p>	<p>6/NF/47-48/1; 7/NF/53-54/1,2; 8/NF/20-21/2 5/NF/44-45/1; 8/NF/20-21/3</p>
<p>3. The food pyramid is a graphic representation of one’s daily nutrient needs and the food groupings that can provide them. (HP 2)</p>	<p>a. organize foods into groups with similar nutrient composition. (1.5)</p>	<p>5/NF/42-43/2; 6/NF/47-48/2; 7/NF/51-52/4; 8/NF/20-21/3</p>
<p>4. Nutrient needs change as one grows. (HP 2)</p>	<p>a. select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid (4.2)</p>	<p>5/NF/42-43/3; 6/NF/47-48/3; 7/NF/51-52/2,4; 8/NF/20-21/2</p>
<p>5. Balance, moderation and variety are important concepts to be considered when making food choices. (HP 2)</p>	<p>a. make informed decisions regarding food choices based on an understanding of balance, moderation and variety (4.1)</p>	<p>5/NF/44-45/2; 6/NF/52-53/1; 7/NF/53-54/3; 8/NF/20-21/3</p>
<p>6. Food choices are influenced by one’s culture, family, emotions, and by peers and the media. (HP 2)</p>	<p>a. evaluate factors which influence food choices and their impact on nutrition and health (4.4)</p>	<p>5/NF/46-47/3; 6/NF/49/2; 6/NF/52-53/2,3; 7/NF/53-54/1,2,3; 8/NF/26-27/1,4</p>
<p>7. Food choices and concerns regarding body image affect body composition and optimal health. (HP 2)</p>	<p>a. identify problems that can occur with body image during adolescence and formulate appropriate strategies to address this concern (3.1; 3.2)</p>	<p>6/NF/49/2; 7/NF/57-58/1,2,3; 8/NF/24-25/1,2,3</p>
<p>8. Food labels can be analyzed to determine calories and nutrients in a product plus serving size, types of ingredients and nutritional value. (HP 2,6)</p>	<p>a. analyze food labeling information to determine calories, nutrients and serving size in a product. (1.2)</p>	<p>7/NF/51-52/3</p>

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

C. Consumer Health

<b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i>	<b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i>	<b>HPW Correlation</b> <i>grade/topic*/session/objective</i>
1. Consumers have the following rights to protect themselves from false health claims: <ul style="list-style-type: none"> <li>• right to safety,</li> <li>• right to choose,</li> <li>• right to be informed,</li> <li>• right to be heard,</li> <li>• right to have problems corrected, and</li> <li>• right to consumer education. (HP 6)</li> </ul>	a. identify agencies that provide consumer protection service (1.9) b. analyze consumer health issues and products to make wise decisions (1.10; 4.1)	8/NF/26-27/3 5/NF/46-47/3; 7/NF/57-58/2; 8/NF/26-27/1-3
2. Consumer issues include fads, quackery and advertising can influence health behaviors and practices. (HP 6)	a. develop strategies to solve consumer health problems (3.2; 3.3)	6/NF/52-53/2; 8/NF/26-27/2
3. Advertising techniques influence consumer decisions. (HP 6)	a. use critical thinking skills to analyze marketing and advertising techniques. (4.4)	5/DA/36-37/3; 6/NF/52-53/3; 7/NF/57-58/3; 8/DA/34-35/1,2,3

STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills

<b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i>	<b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i>	<b>HPW Correlation</b> <i>grade/topic*/session/objective</i>
1. Life management skills such as stress management, goal setting, decision making, assertive behavior, resisting peer pressure, conflict resolution can be applied to personal situations that adolescents encounter. (HP 2, 5)	a. apply the decision-making process to adolescent health issues (4.1) b. evaluate the process used in solving problems and verify whether or not the solution addresses the problem to which it was applied (3.4; 3.7)	5/FL/14-15/2,3; 6/SM/22-23/2; 6/SM/24-25/3; 6/SA/28-29/3; 7/SM/22-24/4; 8/DA/44-46/1 6/SM/22-23/2; 7/VP/34-35/1,2; 8/DA/44-46/1,4

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STRAND II: HEALTH MAINTENANCE AND ENHANCEMENT

D. Life Management Skills continued

<b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i>	<b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i>	<b>HPW Correlation</b> <i>grade/topic*/session/objective</i>
1. Life management skills such as stress management, goal setting, decision making, assertive behavior, resisting peer pressure, conflict resolution can be applied to personal situations that adolescents encounter. (HP 2,5)	c. distinguish between problems that can be solved independently and those that need the help of a peer, adult or professional (3.1)  d. apply peer pressure reversal techniques to reduce or resist negative peer pressure and aggressive behavior (3.2; 3.3)  e. apply peer stress management skills to reduce stress-related problems. (3.2, 3.3)  f. recognize conflict situations and apply conflict resolution/mediation strategies. (3.2; 3.3)	5/DA/38-39/2; 5/SA/57-59/2; 6/SA/28-29/3; 7/SM/27-28/2; 8/SA/28-30/4  5/DA/38-39/2; 6/DA/36-38/3; 6/DA/39-40/3; 6/DA/45-46/1; 7/FL/13-14/4; 8/DA/36-37/2  6/SM/22-23/3; 7/SM/22-24/3,4; 8/SM/18-19/3  5/SM/22-24/1,3; 5/SM/27-29/2; 6/SM/24-25/1-3; 7/SM/25-26/1,2,3
2. Health-related career opportunities exist in areas of education, primary prevention and tertiary care, e.g., medical engineer, exercise physiologist, sports therapist, nurse, physician, dietitian, etc. (HP 6)	a. explore career opportunities in the health-related profession and how these roles meet the needs of the health consumer (4.8)	

STRAND III: RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control

<b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i>	<b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i>	<b>HPW Correlation</b> <i>grade/topic*/session/objective</i>
1. Communicable diseases are caused by pathogens including bacteria, virus, fungi and parasites. Communicable diseases include colds, influenza, strep throat, HIV/AIDS, athlete's foot, ring worm, etc. (HP 3)	a. use a variety of resources to compile information regarding the cause, transmission, treatment and prevention of communicable diseases, e.g., HIV/AIDS, mononucleosis, etc. (1.4; 1.8)	5/DP/64-66/1,2; 6/DP/61/3; 6/DP/62-63/2; 7/DP/69-70/1,2; 8/DP/69-71/1,4; 8/DP/66/3
2. Communicable diseases are transmitted through direct and indirect contact, water, air, vector or animal. (HP 3)	a. determine optimal conditions for growth of organisms (1.1)	5/DP/62-63/1; 6/DP/61/1

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STRAND III: RISK ASSESSMENT AND REDUCTION

A. Disease Prevention and Control continued

<p><b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i></p>	<p><b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i></p>	<p><b>HPW Correlation</b> <i>grade/topic*/session/objective</i></p>
<p>3. The body has several lines of defense against communicable diseases. How the body defends itself is evident through the stages of disease progression. (HP 3)</p>	<p>a. outline the body's line of defenses and the stages of disease progression including incubation, acute, recovery and relapse (1.8)</p>	<p>5/DP/62-63/1; 6/DP/61/2</p>
<p>4. Non-communicable diseases are caused by heredity, life-style factors, auto-immune system problems and unknown reasons. Non-communicable diseases include heart disease, cancer, leukemia, arthritis, hypertension, multiple sclerosis, etc. (HP 1, 3)</p>	<p>a. locate, select and organize information about non-communicable diseases, focusing on adolescence, e.g., diabetes, asthma, joint disease, cancer, mental disorder, etc. (1.4) b. differentiate between communicable and non-communicable diseases, their causative factors, symptoms, treatment and potential prevention measures (1.6)</p>	<p>7/DP/67-68/3; 8/DP/67-68/1,2,3 5/DP/62-63/2; 6/DP/59-60/3; 8/DP/67-68/2</p>
<p>5. Non-communicable diseases can impact on adolescents' physical, social, emotional growth, necessitating adaptation, understanding and management of the problem. (HP 1, 3)</p>	<p>a. identify non-communicable diseases prevalent in adolescents, e.g., asthma, diabetes, then analyze the impact they could have on adolescents' physical, social and emotional growth (1.7; 3.1; 3.8)</p>	<p>6/DP/59-60/1; 7/DP/67-68/2; 8/DP/66/1</p>
<p>6. Learning the symptoms and causes of adolescent health problems can facilitate early diagnosis and treatment including self care and management. (HP 3)</p>	<p>a. identify adolescent health concerns and select appropriate strategies to solve or prevent problems e.g., anorexia, bulimia, acne, scoliosis, etc. (3.1; 3.2; 3.3)</p>	<p>5/PM/9/1; 6/PM/6-7/3; 7/NF/57-58/1,2, 3; 8/NF/24-25/3</p>
<p>7. Health behaviors practiced during adolescence can reduce the risk of disease formation or transmission (HP 3, 5)</p>	<p>a. identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low-fat diet, avoiding congested malls during flu outbreaks (4.7)</p>	<p>5/NF/44-45/1; 5/DP/62-63/3; 6/DP/59-60/2; 6/DP/62-63/3; 6/SM/18-19/3; 7/NF/55-56/1,2; 7/SM/22-24/2,3,4; 8/DP/69-71/4; 8/SM/16-17/2,3</p>
<p>8. Public health agencies and government health departments help to reduce, control, monitor or prevent disease through research, education and enforcement of laws. (HP 3)</p>	<p>a. analyze how the Department of Health, the Centers for Disease Control and other public health agencies affect individuals and communities in disease reduction, control, or prevention, e.g., food inspection, safe storage and handling, flu vaccines, education, no smoking ordinances (1.9)</p>	<p>7/NF/51-52/3; 8/DP/66/3</p>

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STRAND III: RISK ASSESSMENT AND REDUCTION

B. Injury Prevention and Safety

<b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i>	<b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i>	<b>HPW Correlation</b> <i>grade/topic*/session/objective</i>
1. There are ways to assess potential unsafe situations in their physical and social environment (HP 3,5)	a. assess home and school environment for potential unsafe situations and recommend corrective action (3.1; 4.5; 4.7) b. recognize problems in daily living that may contribute to self-destructive behaviors and apply strategies to reduce the risks of harm to self and others (3.2; 3.6)	5/SA/60/1,2; 6/SA/26-27/2; 7/SA/34-35/3; 8/SA/28-30/4 5/SA/57-59/3; 6/SA/26-27/3; 7/SA/34-35/3; 8/SA/28-30/2
2. Sports-related injuries can be reduced or avoided through the use of appropriate safety equipment and first aid guidelines. (HP 2)	a. use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury (1.10; 4.1)	6/NF/50-51/3; 7/NF/55-56/3; 8/SA/31-33/2
3. Basic first aid techniques can help to save lives, reduce the severity of an injury and enhance recovery. (HP 7)	a. prioritize and demonstrate the steps involved in assessing an emergency situation, including the 911 call format. Analyze why the processes are used in a sequential order, e.g., ABC of emergencies (3.4; 4.7) b. demonstrate the Heimlich Maneuver and rescue breathing and other basic first-aid procedures (4.7)	5/SA/55-56/2; 6/SA/30-32/3,4; 8/SA/31-33/1 5/SA/55-56/2; 6/SA/30-32/2-4; 8/SA/31-33/2

STRAND III: RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs

<b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i>	<b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i>	<b>HPW Correlation</b> <i>grade/topic*/session/objective</i>
1. The ways in which a drug affects the body are determined by the nature of the drug, how it enters the body and how it interacts with the body chemistry. (HP 1,5)	a. differentiate among the effects of drugs on the body based on their classification, e.g., stimulant, depressant, hallucinogen, narcotic. Categorize into legal or illegal. (3.5; 4.7)	5/DA/32-33/2; 6/41-42/2; 6/DA/35/2; 7/DA/38-39/1,2; 8/DA/34-35

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STRAND III: RISK ASSESSMENT AND REDUCTION

C. Tobacco, Alcohol and Other Drugs continued

<b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i>	<b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i>	<b>HPW Correlation</b> <i>grade/topic*/session/objective</i>
2. TAOD can affect the healthy functioning of the nervous and reproductive systems as well as other systems previously studied. (H 1, 5)	a. evaluate information regarding body functions and the use of TAOD to determine a cause and effect relationship, e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth-weight babies (1.6; 1.7)	5/DA/34-35/2; 6/DA/41-42/2; 6/DA/39-40/2; 6/DA/36-38/2; 7/DA/40-42/2; 7/DA/43-44/2; 8/DA/36-37/1; 8/DA/38-39/2; 8/DA/40-41/2
3. The use of TAOD imposes personal health risks as well as family and societal problems. (HP 5)	a. present different opinions and arguments about the effects of TAOD on the individual and others (2.3)	5/DA/34-35/1; 6/DA/36-38/1; 6/DA/39-40/1; 6/DA/41-42/1,2,3; 7/DA/45/2,3; 7/DA/40-42/2; 8/DA/40-41/3; 8/DA/42-43/3
4. Both smoked and smokeless forms of tobacco can cause serious health problems. (HP 5)	a. make informed decisions regarding the use of tobacco based on knowledge of short and long term effects on the body, and effects on both the individual and society (4.1)	5/DA/34-35/2; 6/DA/36-38/2; 7/DA/40-42/1,2; 8/DA/38-39/1,2,3
5. There are guidelines and precautions for the use of over-the-counter and prescription drugs. (HP 5)	a. differentiate between over-the-counter and prescription drugs, their purpose, precautions and guidelines for use (3.5; 4.7)	5/DA/32-33/2; 6/DA/35/1,2; 7/DA/38-39/3
6. Peers can have both positive and negative influences on one's decisions regarding TAOD use. (HP 5)	a. compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use (1.1; 3.6)	5/DA/38-39/2; 6/DA/41-42/3; 7/DA/47-49/1; 8/DA/44-46/1,2
7. Adolescents can find many healthy alternatives to tobacco, alcohol and other drug use. (HP 5)	a. plan strategies to resist pressures both from self and others to use TAOD (3.2; 3.3; 3.7)	5/DA/38-39/1,2; 6/DA/36-38/3; 6/DA/39-40/3; 6/DA/41-42/3; 7/DA/47-49/1; 8/DA/44-46/1,2,3,4

**NOTE:** TAOD prevention involves more than the study of drugs and their effects on the body. Factors such as positive self concept, family support, peer relationships, learning how to make good decisions, etc, are all important in drug prevention. These concepts are included in Social Systems and in Life Management Skills in this framework.

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STRAND III: RISK ASSESSMENT AND REDUCTION

D. Environmental Health

<b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i>	<b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i>	<b>HPW Correlation</b> <i>grade/topic*/session/objective</i>
1. The environment impacts one’s health and can cause or exacerbate conditions such as asthma, skin cancer, hearing loss, etc. (HP 3)	a. recognize existing and potential environmental health problems within one’s community and address these problems through creative solutions and health advocacy. (3.1; 3.2; 3.3)	6/CE/14-15/1,3; 7/CE/17-18/1,2,3
2. Overpopulation, overuse of resources and pollution can damage the environment and disrupt the ecosystems. (SC 4)	a. evaluate the potential results of an environmental solution considering such issues as aesthetics, ethics, and societal responsibility (3.6; 3.7; 4.3)	6/CE/14-15/3,5; 7/CE/17-18/2
3. Individuals and communities have the responsibility to protect and improve the environment in which they live. (SC 4)	a. work as individuals and collaborate with others to safeguard the health of the environment (recycling, reducing waste, reusing items, etc.) (4.7)	6/CE/14-15/4; 7/CE/17-18/3

STRAND IV: EFFICIENCY OF HUMAN MOVEMENT AND PERFORMANCE

A. Fundamental Movement Skills and Games – *see physical education curriculum*

B. Sport Skills and Lifetime Activities – *see physical education curriculum*

C. Rhythms and Dance – *see physical education curriculum*

D. Principles of Human Movement – *see physical education curriculum*

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STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

A. Personal Fitness/Wellness

<p><b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i></p>	<p><b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i></p>	<p><b>HPW Correlation</b> <i>grade/topic*/session/objective</i></p>
<p>1. Health-related fitness includes muscular strength, endurance, body composition, flexibility and cardiovascular fitness. (HP 4)</p>	<p>a. differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness; correctly demonstrate a variety of activities for both (3.5; 1.10)</p> <p>b. determine personal target heart rate and understand its importance to cardiovascular training (4.7)</p>	<p>5/NF/48-49/1,2; 6/NF/50-51/1,2; 7/NF/55-56/2; 8/NF/22-23/3</p> <p>5/NF/48-49/3; 6/NF/50-51/1,2; 7/NF/55-56/3; 8/NF/22-23/2</p>
<p>2. Skill-related fitness includes coordination, agility, balance, power, speed and reaction time. (HP 4)</p>		<p>5/NF/42-43/1; 6/NF/50-51/1; <i>see PE program</i></p>
<p>3. Principles of exercise play a vital role in establishing personal fitness goals. (HP 4)</p>	<p>a. define the acronym FIT and the principles of overload, progression and specifically as they relate to exercise (1.10)</p> <p>b. use technological tools to locate, select and organize information (1.4)</p>	<p>5/NF/48-49/1; 7/NF/55-56/1; 8.NF/22-23/2</p> <p>5/NF/48-49/2; 6/NF/50-51/2; 7/NF/55-56/2; 8/NF/22-23/2</p>
<p>4. Health-related fitness tests are administered to assess personal fitness levels, set personal goals and develop plans for self-improvement. (HP 2,4)</p>	<p>a. demonstrate an improved and/or acceptable level of performance on a health-related fitness test (4.7)</p> <p>b. recognize the relationship of regular exercise to the development of the individual (1.6)</p> <p>c. use technological tools and other resources to locate, select and organize information (1.4)</p>	<p>5/NF/48-49/2,3; 6/NF/50-51/3; <i>see PE program</i></p> <p>5/NF/48-49/3; 6/NF/50-51/1; 7/PM/5-6/1; 8/PM/6-8/2</p> <p>5/NF/42-43/2; 6/NF/49/1; 7/PM/7-8/2,3; <i>see PE program</i></p>

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STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

A. Personal Fitness/Wellness continued

<p><b>What All Students Should Know</b> <i>By the end of grade 8, all students should know that</i></p>	<p><b>What All Students Should Be Able to Do</b> <i>By the end of grade 8, all students should be able to</i></p>	<p><b>HPW Correlation</b> <i>grade/topic*/session/objective</i></p>
<p>5. Stress is a physiological and mental response to a stressor. The problem is not stress itself, but how we react to it. Understanding the role of stress management, assists the individual in maintaining health and achieving optimal performance. (HP 2)</p>	<p>a. recognize the skills necessary to reduce and manage stress (4.7)</p>	<p>5/SM/19-21/2,3; 6/SM/22-23/3; 7/SM/22-24/3,4; 8/SM/18-19/1,2,3</p>
<p>6. Wellness refers to the development of the total individual. Social, emotional, physical and mental needs of the individual are important to total wellness. (HP 2)</p>	<p>a. identify and evaluate responsible decision-making behaviors as they affect wellness (4.1; 4.7)</p> <p>b. identify benefits resulting from participation in different forms of physical activities (3.8)</p> <p>c. determine the relationship between nutrition, exercise, and weight control (1.6)</p> <p>d. use technological tools to locate, select and organize information (1.4)</p>	<p>5/NF/46-47/1,2,3,4; 6/PM/3-5/4; 6/SA/28-29/2,3; 6/DA/36-38/3; 7/NF/59/1; 8/NF/22-23/3</p> <p>5/NF/48-49/1; 6/NF/50-51/1; 7/NF/55-56/1; 8/NF/22-23/1</p> <p>5/NF/48-49/4; 6/NF/50-51/3; 7/NF/57-58/3; 8/NF/24-25/1,2</p> <p>5/NF/48-49/2; 6/NF/50-51/2; 7/NF/57-58/1; 8/NF/24-25/3</p>

STRAND V: PHYSICAL ACTIVITY AND LIFETIME WELLNESS

B. Responsible Personal and Social Behavior in Physical Activity Settings

– see *physical education curriculum*

C. Injury Prevention/Treatment and Rehabilitation

– see *physical education curriculum*

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