



Health- Grade 8

Chapters		Grade Level Content Expectations	Vocabulary	Pacing
Unit 1- Personal Health and Wellness	<ul style="list-style-type: none"> ▪ Chapter 1: Understanding Your Health (Lessons 1-3) ▪ Chapter 18: Communicable Diseases (Lessons 1-5) ▪ Chapter 19: Non-Communicable Diseases (Lessons 1-5) 	<p>5.1 Describe the importance of rest and sleep for personal health. (Sleep Lesson)</p> <p>5.2 Explain how common infectious diseases are transmitted by air, indirect contact, and person-to-person contact. (Chapter 18-1)</p> <p>5.4 Apply health practices that can prevent the spread of illness, including foodborne illness. (Chapter 18-1)</p> <p>5.9 Create a plan to incorporate adequate rest and sleep in daily routines. (Sleep Lesson)</p> <p>5.12 Explain strategies to support youth who have illnesses such as asthma, epilepsy, or diabetes. (Chapter 19)</p> <p>6.1 Explain how HIV is and is not transmitted. (Chapter 18 Lesson 5 and Michigan Model- Communicable Diseases HIV/AIDS- Lesson 1- That's a Fact)</p> <p>6.2 Distinguish between facts and myths regarding HIV infection and AIDS. (Chapter 18 Lesson 5 and Michigan Model- Communicable Diseases HIV/AIDS- Lesson 1- That's a Fact)</p> <p>6.5 Analyze behaviors and situations that may result in increased risk for HIV and other sexually transmitted infections (STIs). (Chapter 18 Lesson 5 and Michigan Model- Communicable Diseases HIV/AIDS- Lesson 1- That's a Fact)</p>	<ol style="list-style-type: none"> 1. Carrier- 2. Hygiene- 3. Antibodies- 4. Sexually transmitted diseases- 5. Vaccine 6. Disease- 7. Pathogen- 8. Immune system- 9. Communicable disease- 10. Contagious period- 11. Infection- 12. Bacteria- 13. Viruses- 14. Fungi- 15. Protozoa 16. Non-communicable disease 17. Allergy- 18. Allergen- 19. Heredity- 20. Asthma- 21. Benign- 22. Malignant- 23. Tumor- 24. Diabetes- 25. Carcinogens- 26. Insulin- 27. Heart attack- 28. Cancer- 29. Arthritis- 	3 Weeks

		<p>Assessments: Unit 1 Study Guide, Unit 1 Test, Communicable Disease Quiz, Infectious Disease Word Search, Non-Communicable Disease Quiz, Communicable/Non-Communicable Disease Pamphlet- Project, Chapter 19-2 Crossword Puzzle, That's a Fact Worksheet- HIV, AIDS, and other STDs, ABCD's of Skin Cancer.</p>	30. Stroke-	
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Unit 2- Social and Emotional Health	<ul style="list-style-type: none"> ▪ Chapter 6: Promoting Social Health (Lessons 1-3) ▪ Chapter 7: Conflict Resolution (Lessons 1-3) • Chapter 4: Suicide Prevention (Lesson 2) • Chapter 3: Managing Stress (Lesson 2) • Chapter 3: Coping with Loss (Lesson 4) 	<p>3.1 Describe the characteristics of healthy and harmful relationships. (Chapter 6 Lesson 1)</p> <p>3.12 Apply conflict resolution skills to real or hypothetical situations involving peers. (Chapter 7 Lesson 3)</p> <p>4.2 Describe the warning signs, risk factors, and protective factors for depression and suicide. (Chapter 4 Lesson 2)</p> <p>4.4 Demonstrate how to ask trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide. (Chapter 4 Lesson 2)</p> <p>4.5 Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others. (Chapter 4 Lesson 2)</p> <p>4.6 Describe the signs and symptoms of stress. (Chapter 3 Lesson 3)</p> <p>4.7 Demonstrate the ability to use stress management techniques. (Chapter 3 Lesson 3)</p> <p>4.8 Explain internal and external factors that help to determine how one acts toward others. (Chapter 6 Lesson 2)</p> <p>4.12 Apply conflict resolution skills to real or hypothetical situations involving peers. (Chapter 7 Lesson 3)</p> <p>4.17 Advocate for a school environment in which everyone treats each other with caring and respect. (Chapter 6 Lesson 1)</p>	<ol style="list-style-type: none"> 1. Win-win solution- 2. Bully- 3. Conflict resolution- 4. Labeling- 5. Mediation- 6. Revenge- 7. Compromise- 8. Mob mentality- 9. Prejudice 10. Conflict- 11. Unconditional love- 12. Tolerance- 13. Social health- 14. Role- 15. Commitment- 16. Suicide- 17. Emotions- 18. Emotional needs- 19. Adrenaline- 20. Resilience- 21. Coping strategies- 22. Stress- 23. Anxiety- 24. Panic- 25. Self-esteem- 26. Grief reaction- 27. Divorce- 28. Single-parent family- 29. Family- 30. Extended family- 31. Blended family- 	3 Weeks

		<p>Assessments: Unit 2 Study Guide, Unit 2 Test, Mental Health Poster Project, Stress in my life worksheet, Lesson Quiz 6-1 and 6-3</p>		
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Health- Grade 8

Chapters		Grade Level Content Expectations	Vocabulary	Pacing
Unit 3- Safety	<ul style="list-style-type: none"> ▪ Chapter 8: Violence Prevention (Lessons 3-5) ▪ Chapter 20: Safety and Emergencies (Lessons 4-6) 	<p>3.4 Define the legal consequences of sexual harassment and violence. (Chapter 8 Lesson 3)</p> <p>3.7 Describe strategies to stay safe when using the Internet. (Internet Safety Lesson)</p> <p>3.11 Apply the problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment. (Chapter 8 Lesson 3)</p> <p>3.13 Demonstrate skills for dealing with intimidation, including sexual harassment. (Chapter 8 Lesson 3)</p> <p>3.14 Demonstrate skills to avoid or escape a potentially violent dating situation. (Chapter 8 Lesson 4)</p> <p>3.18 Analyze influences that can lead to abusive relationships, including expectations for males and females. (Chapter 8 Lesson 4)</p> <p>5.5 Demonstrate basic first aid skills (i.e., controlling bleeding, Heimlich maneuver). (First Aid Lesson Unit and Chapter 20 Lesson 4)</p> <p>5.6 Analyze the characteristics of an illness or injury to determine whether it is necessary to seek medical care. (First Aid Lesson and Chapter 20 Lesson 4)</p> <p>5.10 Locate resources in one's school and community and on the Internet for first aid information and training; and assess the validity of the resources. (First Aid Lesson and Chapter 20 Lesson 4)</p> <p>6.3 Explain when it is important to get adult, medical, and/or counseling help. (First Aid Lesson and Chapter 20 Lesson 4)</p>	<ol style="list-style-type: none"> 1. Cycle of abuse- 2. Victim- 3. Crisis hot line- 4. Gang- 5. Drug trafficking- 6. Zero tolerance policy- 7. Abuse- 8. Violence- 9. Harassment- 10. Sexual harassment- 11. Intimidation- 12. Gender discrimination- 13. Domestic violence- 14. Neglect- 15. Sexual abuse- 16. Sprain 17. Fracture- 18. First aid 19. Shock- 20. Accident chain- 21. Universal precautions- 22. Heat cramps- 23. Defensive driving- 24. Accident- 25. Poison- 26. Heat exhaustion- 27. Heatstroke- 28. Abdominal thrusts- 29. Choking- 30. Cardio pulmonary resuscitation (CPR)- 	3 Weeks

Assessments:

Unit 3 Study Guide, Unit 3 Test, E60 "The Rest of the Story"
Worksheet, Cyber Bully Video, Cyber Bully Worksheet, Recreation
Safety Pamphlet, Michigan CSI Online Safety Contract, Guided Notes
Chapter 20-5

Health- Grade 8

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Unit 4- Nutrition and Physical Activity	<ul style="list-style-type: none"> ▪ Chapter 9: Physical Activity and Fitness (Lessons 3-4) ▪ Chapter 10: Nutrition for Health (Lessons 1, 3-4) ▪ Chapter 11: Your Body Image (Lessons 1-2) 	<p>1.1 Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so. (All of Chapter 9 and 10)</p> <p>1.2 Describe the federal dietary guidelines for teenagers, and the recommended amount of physical activity needed to achieve health benefits. (Chapter 10 Lesson 3)</p> <p>1.3 Use nutrition information on food labels to compare products and select foods for specific dietary goals. (Chapter 10 Lesson 3)</p> <p>1.4 Determine the accuracy of health claims on food packages and advertisements in order to choose foods that have the most nutritional value. (Nutrition Analysis Project)</p> <p>1.5 Demonstrate the ability to access resources regarding healthy weight management and unhealthy eating patterns; and assess the validity of the resources. (Chapter 10 Lesson 3)</p> <p>1.6 Analyze characteristics of restaurant menu items and methods of preparation to identify healthier food choices one can make when eating out, including at fast food restaurants. (Nutrition Analysis Project)</p> <p>1.7 Evaluate a typical day's food intake according to the federal dietary guidelines for teenagers. (Chapter 10 Lesson 3)</p> <p>1.10 Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers. (Chapter 10 Lesson 3)</p> <p>1.12 Advocate for the availability of appealing, nutrient-dense foods in the school cafeteria and throughout the school environment. (Chapter 10 Lesson 4 and Nutrition Analysis Project)</p> <p>1.13 Summarize the characteristics of a healthy body image and factors that determine body weight, including body type. (All Chapter 11)</p> <p>1.14 Describe how to access nutrition information about foods offered in restaurants in one's community. (Chapter 10 Lesson 3)</p> <p>1.15 Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment. (Chapter 10 Lesson 4 and Nutrition Analysis Project)</p> <p>1.16 Demonstrate the ability to use safety equipment for physical activity. (Chapter 9 Lesson 4)</p> <p>1.17 Demonstrate skills for dealing with pressure to eat in ways that are not healthy. (Chapter 10 Lesson 3)</p> <p>1.18 Demonstrate the ability to persuade peers to eat healthy and be physically active. (Chapter 10 Lesson 3)</p>	<ol style="list-style-type: none"> 1. Cross-training- 2. Conditioning- 3. Warm-up- 4. Physical fitness- 5. Target heart rate- 6. Resting heart rate- 7. Dehydration- 8. Heat exhaustion- 9. Cool-down- 10. Flexibility- 11. Calorie- 12. Proteins- 13. Nutrients- 14. Foodborne illness- 15. Nutrition- 16. Hunger- 17. Sodium- 18. Empty-calorie foods- 19. Nutrient density- 20. Appetite- 21. Body image- 22. Overweight- 23. Appropriate weight- 24. Binge eating disorder- 25. Bulimia nervosa- 26. Underweight- 27. Eating disorders- 28. Obese- 29. Body mass index- 30. Anorexia nervosa- 	<p style="text-align: center;">3 Weeks</p>
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		<p>Assessments: Unit 4 Test, Unit 4 Study Guide, Nutrition Analysis Project, Fed Up Documentary, Fed Up Worksheet, Making Sense of Sugars Activity, BMI Worksheet</p>		
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Health- Grade 8

Chapters		Grade Level Content Expectations	Vocabulary	Pacing
Unit 5- Alcohol, Tobacco, and Other Drugs	<ul style="list-style-type: none"> ▪ Chapter 13: Tobacco (Lessons 1-5) Review ▪ Chapter 12: Alcohol (Lessons 1-5) ▪ Chapter 14: Drugs (Lessons 1-6) Time permitting 	<p>2.1 Analyze how alcohol, tobacco, and other drug use and exposure negatively impact the user, as well as friends, family members, and community members. (Chapter 12 Lesson 1 and 13 Lesson 1)</p> <p>2.2 Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources. (Chapter 12 Lesson 1 and 13 Lesson 1)</p> <p>2.3 Describe a variety of needs young people may have, explain healthy ways to meet these needs without using alcohol, tobacco, or other drugs, and make a personal commitment to remain drug free. (Chapter 12 Lesson 5 and Chapter 13 Lesson 5)</p> <p>2.4 Recognize risky situations that may lead to trouble, so that one can protect oneself and others (Chapter 12 Lesson 4 and Chapter 13 Lesson 4)</p> <p>2.5 Evaluate environmental and social factors, especially advertising strategies, which may influence young people to use alcohol, tobacco, or other drugs. (Chapter 12 Lesson 4 and Chapter 13 Lesson 3)</p> <p>2.6 Apply problem-solving skills to hypothetical situations to protect oneself and others from alcohol, tobacco, and other drug use. (Chapter 12 Lesson 5 and Chapter 13 Lesson 5)</p> <p>2.7 Demonstrate effective refusal skills to counter pressure to use alcohol, tobacco, or other drugs. (Chapter 12 Lesson 1 and Chapter 13 Lesson 5)</p> <p>2.8 Demonstrate how to follow directions for correct use of over-the-counter and prescription medications. (Chapter 14 Lesson 1)</p> <p>2.9 Demonstrate skills to avoid hazards due to another's use of alcohol, tobacco, or other drugs, including avoiding secondhand smoke and riding in a car with someone who has been using alcohol or other drugs. (Chapter 12 Lesson 2-3 and Chapter 13 Lesson 4)</p> <p>2.10 Demonstrate ways to support people who are abstaining from and/or trying to quit using alcohol, tobacco, or other drugs. (Chapter 12 Lesson 5 and Chapter 13 Lesson 5)</p> <p>2.11 Compose persuasive advice for peers on how to stay alcohol, tobacco, and drug free. (Chapter 12 Lesson 5 and Chapter 13 Lesson 5)</p> <p>3.2 Evaluate the impact of alcohol and other drug use related to safety when dating. (Chapter 12 Lesson 4)</p>	<ol style="list-style-type: none"> 1. Relapse- 2. Reaction time- 3. Recovery- 4. Malnutrition- 5. Intervention- 6. Depressants- 7. Alternatives- 8. Enablers- 9. Tolerance- 10. Alcoholism- 11. Blood Alcohol Content- 12. Intoxication- 13. Alcohol- 14. Cirrhosis- 15. Alcohol poisoning- 16. Nicotine- 17. Negative peer pressure- 18. Smokeless tobacco- 19. Nicotine replacement therapies- 20. Tar- 21. Secondhand smoke- 22. Withdrawal- 23. Carbon monoxide- 	3 Weeks

	<p>Assessments: Unit 5 Study Guide, Unit 5 Test, Harmful Effects of Alcohol Project, Intervention DVD, Intervention Worksheet, Guest Speaker- Trooper White</p>		
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Health- Grade 8

	Units	Grade Level Content Expectations	Vocabulary	Pacing
Unit 6- Sexuality Education	<ul style="list-style-type: none"> • Sexual Education Curriculum-SHARE PROGRAM taught by Life Choices of Central Michigan • Approved by the sexual education advisory board 	<p>Standard 1: Core Concepts 7.1 Summarize the benefits of staying within behavioral limits and remaining abstinent. 7.2 Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.</p> <p>Standard 3: Health Behaviors 7.3 Set personal boundaries and limits related to physical intimacy and sexual behavior. 7.4 Demonstrate skills to avoid and escape risky situations.</p> <p>Standard 4: Influences 7.5 Examine viewpoints of parents and other trusted adults regarding teen relationships, abstinence, and sexual decisions. 7.6 Evaluate the impact of alcohol and other drug use on decisions regarding sexual behavior.</p> <p>Standard 5: Goal Setting 7.7 Create a plan to stay within behavioral limits which protect one from HIV and STIs.</p> <p>Standard 7: Social Skills 7.8 Demonstrate the ability to communicate one's behavioral limits and to show respect for the limits of others related to physical intimacy and sexual behavior. 7.9 Demonstrate the ability to use verbal and non-verbal ways to refuse participation in sexual behavior.</p> <p>Standard 8: Advocacy 7.10 Demonstrate the ability to be positive peer role models in the school and community.</p>		1 Week
		<p>Assessments: May include but not limited to tests, quizzes, projects, assignments, participation, and behavior.</p>		