

**COURSE PROFICIENCY OUTLINE
HEALTHFUL LIVING
GRADE 8**

PURPOSE:

To help students arrive at the conclusion to live a healthy lifestyle.

LENGTH:

Five days per week for one marking period.

I. STUDENT OUTCOMES

STANDARDS

Building upon knowledge and skills gained in the preceding grades, students will:

- A. Use critical thinking, decision-making and problem-solving skills concurrently heighten self-image.
- B. Express themselves in correct written and spoken forms. (2.2)
- C. Analyze the influence of peers and the media on risk behavior, injuries and violent behavior. (2.2 + 2.3)
- D. Describe situations requiring health service and locate community health care providers, comparing their services, benefits and costs. (2.1 + 2.2)
- E. Examine health product and food labels and advertisements, comparing accuracy, content, directions and value. (2.1 + 2.2)
- F. Analyze the courses of conflict and violent behavior in youth and adults. Describe nonviolent strategies to resolve conflict. (2.3)
- G. Describe the impact, stress, rejection, separation and loss and develop coping strategies for each. (2.3)
- H. Describe the signs and progression for chemical use, abuse and dependency throughout the life cycle. (2.3)
- I. Discuss the impact of early sexual activity on physical, emotional and social health. (2.4)
- J. Develop strategies to support sexual abstinence. (2.4)
- K. Compare methods of contraceptives used to reduce the risk of sexually transmitted diseases, HIV and unintended pregnancy. (2.4)
- L. Analyze sexual messages, images and stereotypes presented in the media and discuss their impact on sexual behavior. (2.4)
- M. Recognize the signs of potential suicide. (2.3 + 2.2)
- N. Increase awareness of crime, prevention and avoidance. (2.1 + 2.2)
- O. Understand the values of equality, honesty, promise-keeping, respect, responsibility, self-control and social justice. (2.1 + 2.2)

II. CONTENT

A. Personal Health and Safety

1. Describe how health goals are influenced by changes that occur throughout the life cycle.
2. Describe and demonstrate effective communication, decision-making, refusal, negotiation skills and assertiveness in situations that influence adolescent health and safety.
3. Identify the means of making good decisions.
4. Demonstrate awareness of crime, its prevention and personal avoidance.
5. Recognize signs and symptoms of teen suicide.
6. Recognizing and coping with stress.

B. Substance Abuse Awareness

1. Understanding peer pressure
2. Reinforcing refusal skills
3. Building self-esteem
4. Physiological effects on oneself and fetal development.
5. Non-chemical effects on the individual, family, society.
6. Analyze the impact of chemical substances on development behavior and activities.
7. Identify and explain how to access resources for information, support and treatment related to the use and abuse of chemical substances.
8. Discuss laws pertaining to the use, sale and possession of alcohol, tobacco and other drugs.

C. Family Living

1. Foster communication with parents and peers.
2. Encourage respect of others and their opinions.
3. Discuss factors that support and sustain relationships such as friendship, family life and marriage.
4. Describe and discuss the concepts of affection, love, commitment, sexual attraction and self-control.
5. Describe the responsibilities of parenthood.

6. Explain the impact of teen pregnancy on oneself, the partner and the families.
7. How one forms a value system.
8. Guidelines to make dating a positive experience.

III. EVALUATION

- A. Regular attendance and participation in the lesson development.
- B. Assessment of understanding of the student outcomes and unit strand content.

IV. MATERIALS

- A. Teen Health-Decisions for Healthful Living
- B. "Current Health" Magazine
- C. Life Skills Training manual
- D. Here's Looking At You, 2000 Curriculum

Reviewed and revised: August 2010