

## Health Education - Next Generation Sunshine State Standards

### Eighth Grade – Health Literacy: Concepts

Standard 1: Comprehend concepts related to health promotion and disease prevention to enhance health.	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.8.C.1.1 Analyze the relationship between healthy behaviors and personal health.	seat belt use, peer refusals in risky situations, sexual abstinence, disease prevention.
HE.8.C.1.2 Analyze the interrelationship between healthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.	sleep/studying for tests, hygiene/social relationships, road rage/vehicular crashes.
HE.8.C.1.3 Predict how environmental factors affect personal health.	heat index, air quality, street lights and sign, bullying, gangs, weapons in the community.
HE.8.C.1.4 Explore how heredity and family history can affect personal health.	sickle cell anemia, heart disease, obesity, mental health.
HE.8.C.1.5 Investigate strategies to reduce or prevent injuries and other adolescent health problems.	recognize signs and symptoms of depression and accessing resources, abstinence to reduce STDs/STIs, places to avoid.
HE.8.C.1.6 Analyze how appropriate health care can promote personal health.	immunization for HPV, sports physicals, counseling for depression.
HE.8.C.1.7 Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.	death or injury from car crashes and underage drinking, injuries resulting from fighting and bullying, respiratory infections from poor hygiene.
HE.8.C.1.8 Identify major chronic diseases that impact human body systems.	cancer, hypertension and coronary artery disease, asthma, diabetes.
Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:
BENCHMARK CODE	
HE.8.C.2.1 Assess the role of family health beliefs on the health of adolescents.	alternative medical care, family religious beliefs, importance of physical activity.
HE.8.C.2.2 Assess how the health beliefs of peers may influence adolescent health.	drug use myths, perception of healthy body composition, fear of getting a friend in trouble, fear of losing a friend.
HE.8.C.2.3 Analyze how the school and community may influence adolescent health.	drug abuse education programs, volunteering opportunities, availability of recreational facilities/programs.
HE.8.C.2.4 Critique school and public health policies that influence health promotion and disease prevention	speed limit laws, immunization requirements, universal precautions.
HE.8.C.2.5 Research marketing strategies behind health-related media messages.	social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products.
HE.8.C.2.6 Analyze the influence of technology on personal and family health.	personal electronic devices, television, headphones.

Health Education instruction should be age and developmentally-appropriate and address the following topic areas:

- Alcohol, Tobacco, and Other Drugs prevention
- Disease Prevention
- Effective Communication
- Environmental Health
- Healthy Eating
- Healthy Relationships
- Personal Health Practices
- Physical Activity
- Physical Health/Growth and Development
- Safety Practices and Injury Prevention
- Social, Mental, and Emotional Health
- Violence/Bullying Prevention

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### Eighth Grade – Health Literacy: Concepts Cont.

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.8.C.2.7 Describe the consequences of following the influences of family, peers, and culture related to adolescent health behaviors.	failure to know and use refusal skills when alcohol is offered, attending parties with no adult supervision, failure to seek help/intervene in bullying situations.
HE.8.C.2.8 Explain how the perceptions of norms influence healthy and unhealthy behaviors.	sexual abstinence, prescription drug use, marijuana use.
HE.8.C.2.9 Describe the influence of culture on health beliefs, practices, and behaviors.	medical procedures such as male circumcision, sexual abstinence, prescription drug use.

### Eighth Grade – Health Literacy: Behavior

Standard 1: Demonstrate the ability to access valid health information, products, and services to enhance health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.8.B.1.1 Evaluate the validity of health information, products, and services.	advertisements, articles, infomercials, Web-based products.
HE.8.B.1.2 Analyze valid health information from home, school, and community.	reliability of current events, community events, media, local organizations, school news.
HE.8.B.1.3 Analyze the accessibility of products and services that enhance health.	health department, community agencies, prescribed medications vs. over-the-counter.
HE.8.B.1.4 Determine situations when specific professional health services or providers may be required.	head injuries, infections, depression.
HE.8.B.1.5 Compare valid and reliable health products and services.	current research and news/standard practice; generic/brand name; over-the-counter medicines and energy, vitamin and nutritional supplements/foods.
HE.8.B.1.6 Compare the cost of health products and services in order to assess value.	skin care products, nutritional supplements, health care providers, prescriptions, generic vs. store brand/name brand.
HE.8.B.1.7 Recommend a variety of technologies to gather health information.	glucose monitor, MRI, EKG, CAT-scan.
Standard 2: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.8.B.2.1 Illustrate skills necessary for effective communication with family, peers, and others to enhance health.	refusal skills, nonverbal communication, asking questions.
HE.8.B.2.2 Illustrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	team work, compromise, assertive communication.
HE.8.B.2.3 Examine the possible causes of conflict among youth in schools and communities.	relationships, territory, jealousy.
HE.8.B.2.4 Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.	asking for help, getting help for others, active listening.

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### **Eighth Grade – Health Literacy: Behavior Cont.**

Standard 3: Demonstrate the ability to use decision-making skills to enhance health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.8.B.3.1 Determine when health-related situations require the application of a thoughtful prepared plan of action.	consumption of alcohol, sexual situations, use of marijuana.
HE.8.B.3.2 Explain circumstances that can help or hinder healthy decision-making.	alcohol consumption; influences of media, peers, family/community; access to health care; mental health condition.
HE.8.B.3.3 Distinguish when individual or collaborative decision-making is appropriate.	pressure to consume alcohol, self-injury, weight management, sexual activity, mental health issues.
HE.8.B.3.4 Categorize healthy and unhealthy alternatives to health-related issues or problems.	alcohol consumption, sleep requirements, physical activity.
HE.8.B.3.5 Compile the potential outcomes of each option when making a health-related decision.	consequences: injury, legal, social, sexual exploitation, financial, addiction.
HE.8.B.3.6 Adopt healthy alternatives over unhealthy alternatives when making a decision.	alcohol abstinence, sexual abstinence, healthy nutrition.
HE.8.B.3.7 Evaluate the outcomes of a health-related decision.	addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, weight management from proper nutrition.
Standard 4: Demonstrate the ability to use goal-setting skills to enhance health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.8.B.4.1 Assess personal health practices.	physical activity, sleep habits, interpersonal skills, risky behaviors, injury prevention.
HE.8.B.4.2 Design an individual goal to adopt, maintain, or improve a personal health practice.	physical activity, eating habits, cyberbullying, social relationships, sleep habits.
HE.8.B.4.3 Apply strategies and skills needed to attain a personal health goal.	increase physical activity, nutrition modification, anger management.
HE.8.B.4.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	weight reduction, cost of healthier food, availability of exercise equipment, general health.

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### **Eighth Grade – Health Literacy: Promotions**

Standard 1: Demonstrate the ability to practice advocacy, health-enhancing behavior, and avoidance or reduction of health risks for oneself.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.8.P.1.1 Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior.	sexual abstinence, skin care, drug abuse.
HE.8.P.1.2 Generate healthy practices and behaviors that will maintain or improve personal health.	assess influences of advertising, participates in various physical activities, foster healthy relationships, setting healthy goals.
HE.8.P.1.3 Propose a variety of behaviors that avoid or reduce health risks.	Internet safety, healthy food choices, resist negative peer pressure, sleep.

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**Eighth Grade – Health Literacy: Promotions Cont.**

Standard 2: Demonstrate the ability to advocate for individual, peer, school, family, and community health.	<b>EXAMPLES MAY INCLUDE, BUT ARE NOT LIMITED TO:</b>
<b>BENCHMARK CODE</b>	
HE.8.P.2.1 Justify a health-enhancing position on a topic and support it with accurate information.	abstinence from unhealthy behaviors, gun safety laws, legal age limits.
HE.8.P.2.2 Promote positive health choices with the influence and support of others.	promotion of oral health, sexual abstinence, no drug use.
HE.8.P.2.3 Work cooperatively to advocate for healthy individuals, peers, families, and schools.	promote community initiatives, create media campaigns.
HE.8.P.2.4 Evaluate ways health messages and communication techniques can be targeted for different audiences.	advertising, media campaign, health fairs.

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