

8th Grade NSMS

Personal Health (8th)

Overall Unit Goal: *Students will understand the significant role of physical activity in maintaining a high level of wellness.*

P8-1-1	Describe how family, classmates, friends and your environment affect whether adolescents participate in physical activity.
P8-1-2	Analyze & interpret the meaning of current statistics regarding physical activity among adolescents.
P8-1-3	Identify the resources & opportunities to be physically active.
P8-1-4	Identify & define components of fitness.
P8-2-1	Explore the availability of resources for engaging in physical activity.
P8-3-1	Practice the components of fitness.
P8-3-2	Demonstrate aerobic and anaerobic movement.
P8-4-1	Analyze how family, friends, peers, & media (role models, advertising, celebrities) influence & affect personal health decisions. (E.g.- use of safety equipment, amount of involvement, type of activities you participate in, ect.)
P8-4-2	Describe the influence of cultural and family beliefs on personal health behaviors and the use of personal health services. (E.g.- physical activity practices, use of physical activity services, ect.)
P8-4-3	Analyze the expressions of culture through various forms of physical activity. (E.g.- dance, food selection and other practices)
P8-4-4	Analyze the influence of technology on personal health. (E.g.- electronics, safety equipment, health status measurement devices)
P8-6-1	Predict the potential benefits or consequence of being or not being physically active.
P8-7-1	Advocate for improvement in the following components of fitness: Cardiovascular endurance, muscular endurance, muscle strength, and flexibility.

Nutrition (8)

Overall Unit Goals: *Students will understand how proper nutrition contributes to positive physical health. Students will learn about what influences nutritional choices.*

N8-1-1	Explain how food consumption influences weight management. (E.g.- calories-in vs. calorie-use)
N8-1-2	Identify primary food sources for each nutrient. (E.g.- food groups, specific foods)
N8-1-3	Locate the nutritional value for foods you eat.
N8-1-4	Define calorie & calculate how many calories you need in a day.
N8-1-5	Define serving size & convert amounts of food into serving sizes.
N8-1-6	Draw a variety of food safety practices.
N8-1-7	Explain what BMI stands for & calculate your own BMI.
N8-2-1	Demonstrate the ability to access valid & reliable nutrition information.
N8-3-1	Choose and eat healthy snacks during class.
N8-4-1	Analyze how fast food restaurants have changed eating habits.
N8-4-2	Analyze the influence of technology on nutrition.
N8-4-3	Analyze how positive and negative messages (advertising) affects food selection.
N8-4-4	Analyze how family & peers influence food choices.
N8-4-5	Analyze the validity of nutrition information and services.
N8-5-1	Demonstrate choosing healthy foods in a social context.
N8-5-2	Identify and discuss barriers affecting healthy nutritional practices.
N8-6-1	Determine who is responsible for nutritional choices and explain why.
N8-6-2	calories," US Dietary Recommendations)
N8-6-3	Develop a nutrition plan that applies nutrition strategies to personal eating patterns to attain personal health goals.
N8-7-1	Discuss accurate nutrition information and express opinions about nutrition issues.

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M8-7-2	Influence and support others in making positive nutrition choices.
Mental & Emotional Health (8)	
Overall Unit Goal: <i>Students will understand the basic characteristics of healthy emotional attitudes and behavior including having positive feelings about oneself and others and having</i>	
M8-1-1	Identify family, peer and environment influences/expectations on mental and emotional health.
M8-1-2	Identify emotional needs of adolescents.
M8-1-3	Describe ways to reduce risks for stress related problems.
M8-1-4	Define and provide examples of positive (eustress), neutral (neustress), and negative (distress).
M8-1-5	Explain the importance of assuming responsibility for behaviors.
M8-2-1	Locate mental health services.
M8-3-1	Explain the importance of and assume responsibility for behavior choices.
M8-3-2	Apply appropriate ways of managing conflict and specific stressful situations.
M8-3-3	Practice stress relieving techniques.
M8-4-1	Analyze personal stress-inducing situations.
M8-4-2	Determine how decisions are affected by mental and emotional health.
M8-4-3	Analyze how media (advertisements) influence self-esteem.
M8-4-4	Analyze the possible causes of conflict among youth in schools and communities.
M8-4-5	Analyze why adolescent do not reach out for help with mental health problems.
M8-5-1	Use effective verbal and non-verbal communication skills to enhance mental health. (E.g.- asking for help)
M8-5-2	Acknowledge others positive qualities.
M8-6-1	Construct a plan of ways to deal with stress, conflict, how to avoid risks.
M8-7-1	Advocate against the causes of conflict among youth in schools and communities.
M8-7-2	Influence and support others in making positive choices about their emotional and mental health.
Substance Use & Abuse Prevention (8)	
Overall Unit Goals: <i>Students will understand the dangerous effects that commonly used substances could have on their body. Students will develop the skills to avoid using these substances.</i>	
S8-1-1	Identify the potential dangers of not using medication properly.
S8-1-2	Identify illegal drugs or abused substances that are commonly found among adolescents in RI.
S8-1-3	Define addiction, withdrawal, and tolerance.
S8-1-4	Describe how substance abuse can prevent goal achievement and affect decision making.
S8-1-5	Identify barriers to effective communication of information, ideas, feelings and opinions about substance abuse prevention issues.
S8-1-6	Describe how substance use/abuse behaviors of family and peers affects others, including interpersonal relationships. (E.g.- abuse, neglect, spreading rumors)
S8-2-1	Locate substance abuse treatment services. (E.g.- hotlines, school resources, family resources)
S8-3-1	Practice refusal skills to prevent substance use.
S8-4-1	Analyze how substance use decisions are influence by individuals, family and/or community values.
S8-5-1	Use effective verbal and non-verbal communication skills to prevent to substance use.
S8-5-2	Discuss accurate information and express opinions about substance abuse issues.
S8-6-1	Predict how decisions regarding substance use have consequences for self and others.
S8-6-2	Set goals that do not involve the use of substances.
S8-7-1	Influence and support others in making healthy choices about substance abuse.
S8-7-2	Work cooperatively when advocating for substance abuse prevention.

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Disease Control & Prevention (8)

Overall Unit Goals: *Students will recognize factors which contribute to disease and how to prevent the transmission of communicable disease .*

D8-1-1	Explain the differences between communicable and noncommunicable diseases.
D8-1-2	Identify and provide basic information regarding different communicable diseases that are found locally. (E.g.- influenza, common cold, strep throat, pink eye)
D8-1-3	cancer, heart disease, asthma, diabetes)
D8-1-4	disease, vaccine, medication.
D8-1-5	Identify ways your body is protected from getting sick. (E.g.- vaccines, hygiene, body physiology, immune system, etc.)
D8-1-6	Identify unhealthy behaviors that increase one's risk for communicable & noncommunicable diseases.
D8-1-7	Identify what endemic, epidemic & pandemic are.
D8-1-8	Explain the difference between HIV & AIDS.
D8-1-9	Identify ways HIV can be transmitted, how someone can prevent contraction of HIV and the purpose of treatment.
D8-1-10	Explain how AIDS affects the body. (E.g.- incubation period and symptoms)
D8-2-1	Locate & access resources that provide valid information about disease control & prevention.
D8-3-1	Apply disease prevention strategies to improve or maintain personal and family health. (E.g.- basic hygiene practices, avoiding needle sharing, abstinence, use of condoms, universal precautions, hand washing, coughing into elbow, etc.)
D8-4-1	Analyze how disease has influenced a historic American period (Revolutionary War, ect.)
D8-5-1	Communicate care, consideration and respect of self and others. (E.g.- compassion, friendship, support of individuals who suffer from diseases and disabilities)
D8-6-1	Predict how decisions regarding exposure to disease agents and lifestyle have consequences for self and others. (E.g.- predicting and avoiding personal risk for developing a disease, making decisions to be physically fit & eat well, washing hands, not smoking, ect.)
D8-7-1	Provide information in pamphlet form to classmates to increase their knowledge about communicable diseases so they can make healthy decisions.

Family Life & Sexuality (8)

Overall Unit Goal: *Students will develop an understanding of the emotional and physical issues related to puberty, adolescence and growing up.*

F8-1-1	Review the male and female anatomy.
F8-1-2	Define and explain the purpose of menstruation, ovulation, & ejaculation.
F8-1-3	Explain the role of X and Y chromosomes in determining baby's gender.
F8-1-4	Define puberty and identify changes that occur during puberty (Male & Female).
F8-1-5	Identify common feelings adolescent experience during puberty.
F8-1-6	Define fertilization, pregnancy & nocturnal emission.
F8-1-7	Define gender roles.
F8-1-8	Discuss the difference between healthy and unhealthy relationships.
F8-1-9	Define dating violence, date rape, sexual coercion & sexual harassment.
F8-1-10	Define and discuss how consent affects decision making.
F8-1-11	Express and support characteristics of good friends.
F8-1-12	Identify warning signs of an unhealthy and violent relationship.
F8-1-13	Acknowledge district's dating violence policy.
F8-1-14	Discuss why abstinence from sexual intercourse is an acceptable form of sexual expression for adolescents.
F8-1-15	Identify abstinence as the safest form of contraception.
F8-1-16	Identify contraception as a means to reducing the risk of pregnancy and STI's (male condoms/pill).

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F8-2-1	Identify and access appropriate resources for teens to answer questions or concerns about puberty and growing up, relationship and family issues; sexuality issues such as sexual activity, sexual orientation, etc.
F8-2-2	Describe situations requiring professional services. (E.g.- pregnancy, assistance with issues surrounding dating violence, rape, sexual abuse, etc.)
F8-3-1	Identify and use ways to reduce and/or avoid threatening situations including sexual abuse and sexual assault.
F8-4-1	Analyze the difference between like, infatuation and love.
F8-4-2	Analyze the differences between masculinity and femininity.
F8-4-3	Analyze how self-esteem affects responsible sexual decision-making.
F8-4-4	Analyze the influence of media on sexual health behaviors.
F8-5-1	Identify barriers to effective communication of information, ideas, feelings and opinions about sexuality, family and relationship issues.
F8-6-1	Explain the value of young people postponing sexual activity. (E.g.- reducing consequences associated with early onset of sexual activity)
F8-6-2	Predict how decisions regarding sexual behaviors have consequences for self and others.

Injury Prevention (8)

Overall Unit Goal: *Students will understand how and why accidents happen and strategies to prevent them.*

I8-1-1	Identify injury prevention strategies that can improve or maintain personal health. (E.g.- use of safety equipment such as helmets, pads, reflective gear, etc.)
I8-1-2	Explain the benefits of and the potential negative consequences of not following injury prevention strategies.
I8-1-3	Describe how family, schools & community can increase injury prevention.
I8-2-1	Research safety guidelines and recommendations for activities that adolescents commonly participate in.
I8-3-1	Demonstrate injury prevention strategies during physical education.
I8-4-1	Analyze how role models using safety equipment impacts one's own personal decisions to use safety equipment.
I8-4-2	Analyze how information from peers influences ones own personal decisions to use safety equipment.
I8-5-1	Use effective verbal and non-verbal communication skills to enhance prevention of injury for self and others.
I8-7-1	Influence and support others in making positive choices affecting safety and preventing injury.