

**Helena Public Schools**  
**Grade 8**  
**Health Educator**  
**Health and Wellness**

**Health Maintenance & Enhancement**

**Health Educator**

- Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, and healthy snacking
- Assess personal health needs during adolescence & apply strategies to address those needs or problems
- Predict the role of physical activity in preventing life style diseases
- Know what abstinence means and the significance of saying no
- Analyze influences on body image & weight management
- Recognize or identify & categorize activities & exercises according to the five health-related components of fitness
- Participate in a individualized fitness program that identifies the five health-related components of fitness
- Participate in activities with goals for personal success
- Identify the FITT principle as it pertains to individual health
- Self-test, understand, & interpret personal fitness status related to cardio-respiratory endurance, muscular strength & endurance, flexibility & body composition as measured by Fitnessgram
- Sequence the process & events of the human life-cycle from fertilization to adolescence
- Identify & recognize food sources that supply each of the essential nutrients
- Understand the effects of food choices on self -concept and behaviors
- Analyze and critique food labeling information to determine calories, nutrients, serving size, types of ingredients and nutritional value in a product.
- Choose a goal/goals for improvement in diet
- Acquaint with community and school resources for an inadequate food supply: the summer feeding program, the school breakfast program, food stamps, and the food pantry
- Understand the importance of eating at a table, away from a TV or computer
- Recognize the signs of an eating disorder or unhealthy dieting and know who to ask for help with concerns
- Understand the basics of healthy weight management
- Compare and contrast calorie consumption to different types of physical activity
- Recognize origins of food supply, personal responsibility for food selection, community gardening
- Understand when to ask an adult for help with body image issues
- Understand that healthy students come in many shapes and sizes
- Begin to recognize the signs of an eating disorder or unhealthy directing
- Identify proper portion size when choosing foods
- Recognize that eating healthy & being active will help maintain a healthy body composition
- Create a meal plan through the selection of appropriate food based on energy needs, food preferences & nutrient requirements as represented in a food pyramid
- Identify symptoms, causes and prevention of illnesses related to food-borne illness

**Youth Connections provides Professional Development for the following:**

- Analyze marketing & advertising techniques that influence consumer decisions (i.e., bandwagon, beautiful people, stereotyping, good times, status symbols / well known characters)
- Understand that teens & adults have a responsibility to help younger children avoid or deal effectively with media influences
- Recognize that the Internet can provide information & support about a variety of topics & problems, some sites may be inaccurate and/or biased

**HPS Reach Out Helena Volunteer Program provides support for the following:**

- Examine the viewpoints & efforts of individuals, communities, & government regarding societal health issues in order to make decisions that are informed & responsible: managing waste, conserving energy & water, pollution control, tobacco free facilities
- Identify career opportunities in health- related professions & how these roles meet the needs of the health consumer (i.e., exercise physiologist, sports therapist, dietician, tertiary care)

# Helena Public Schools

## Grade 8

### Health Educator

### Health and Wellness

#### Health Educators

- Distinguish between problems that can be solved independently & those that need the help of a peer, adult, or professional
- Understand the importance of making positive decisions to improve & maintain a healthy lifestyle on a regular basis
- Analyze the importance of safety rules & procedures on a positive school climate
- Demonstrate self-directed behavior without external rewards
- Understand sexual harassment is unwanted & uninvited sexual attention such as teasing, touching, or taunting, sexting and is against the law
- Recognize that sexual abuse can involve physical abuse or exposure to inappropriate media or watching sexual acts
- Understand that sexual assault can occur with physical or psychological force
- Know that sexual assault by an acquaintance, a friend, or a date is often called acquaintance rape or date rape which is a crime and should be reported to authorities and/or a trusted adult
- Recognize that sexual coercion is when a person uses threats or force in order to engage in sexual behavior with another person
- Know that people who are sexually assaulted are never at fault and should report the action to a trusted adult
- Examine the impact that peer pressure has on self-perception & the perception of others
- Identify skills that can help protect individuals in potential sexual assault situations
- Know that sexual assault involves penetration of the vagina, mouth or anus and it is called rape
- Recognize that not all sexual abuse, assault, violence, & harassment can be prevented
- Analyze dating violence and domestic violence
- Demonstrate a positive decision-making process that relates choices to consequences

#### MBI/Mentors in Violence Program/ Project Success provide support for the following:

- Recognize and understand the consequences of self-destructive acts, including suicide, alcohol, drug abuse, hazardous driving, eating disorders, & gang involvement

## Functions & Interrelationships of Systems

#### Health Educator

- Investigate disorders, their treatment, & prevention techniques to maintain a healthy nervous system (i.e., mental disorders, spinal cord injuries, cerebral palsy, meningitis, chemical imbalances, hives, shingles, multiple sclerosis, Parkinson's, epilepsy)
- Distinguish the relationship between the CNS & PNS
- Investigate disorders, their treatment, & prevention techniques to maintain a healthy muscular system (i.e., muscular dystrophy, muscle cramps, tendonitis, muscle strains)
- Investigate disorders, their treatment & prevention techniques to maintain a healthy skeletal system (i.e., osteoporosis, arthritis, sprain, scoliosis)
- Recognize the importance of self & regular checkups for skin abnormalities (skin cancer)
- Understand dermatological health as it relates to body piercing, tattooing and tanning
- Calculate target heart-rate zone
- Investigate disorders, their treatments, & prevention techniques to maintain a healthy cardio-respiratory system (i.e., high blood pressure, anemia, hemophilia, sickle cell, asthma, allergies, bronchitis, pneumonia)
- Design & assess personal fitness plan
- Identify circulatory & respiratory anatomy
- Identify common problems, symptoms, & treatment of respiratory disorders (i.e., asthma, bronchitis)
- Identify the cause & effect of lifestyle choices on the respiratory system (i.e., inactivity, tobacco)
- Investigate the most common disorders, describe how to treat them & identify prevention techniques to maintain a healthy digestive system
- Investigate disorders, their treatment, & prevention techniques to maintain a healthy urinary/excretory system (i.e., kidney stones, urinary tract infections, nephritis)
- Relate a function of each endocrine gland & how it is impacted by lifestyle choices (i.e., thyroid- metabolism; pituitary-master hormonal gland & height; adrenal-fight or flight; pancreas- insulin; ovaries- eggs; testes-sperm)
- Understand that the union of sperm and egg is called fertilization. The fetus develops during pregnancy with a 40-week cycle that ends with birth
- Describe the impact heredity & lifestyle choices have on the reproductive system functions & disease formation
- Explain how to maintain a healthy reproductive system
- Identify cancer signs & symptoms & explain the importance of monthly self- examinations

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### Health Educator

### Health and Wellness

#### Health Educators

- Investigate disorders, their treatments, & prevention techniques to maintain a healthy lymphatic/immune system (i.e., common cold, influenza, tonsillitis, strep throat)
- Understand that family structures and dynamics differ
- Assess how people in loving relationships encourage each other to develop as individuals
- Acceptance that loving someone can involve taking risks & being vulnerable & that love is not always returned
- Acknowledge that gay men, lesbians, bisexuals, and heterosexuals can establish lifelong committed relationships
- Acknowledge attitudes and values about proper behavior for men & women differ among families, cultures, & individuals
- Understand that teenagers who marry are more likely to divorce than couples who marry when they are older
- Explore how being a teenage parent can be extremely difficult
- Recognize that values influence a person's most important decisions about friends, sexual relationships, family, education, work, & money
- Recognize that the way a person expresses gender does not necessarily have anything to do with whether that person is heterosexual, gay, lesbian, or bisexual
- Understand that laws protect young women & men's rights to participate equally in life
- Analyze the duties & responsibilities needed to be a contributing member of a social community (i.e., school, church, neighborhood, Girl/Boy Scouts, service)
- Recognize the positive affect of community service
- Understand that the age of consent laws are gender neutral
- Understand that sexual abuse, assault, & harassment are illegal in all states
- Understand that child pornography is illegal
- Understand abstinence from sexual activity is a healthy choice and is the only 100% effective way to avoid pregnancy & STI/HIV
- Understand that sexual abstinence means choosing not to engage in sexual activities
- Understand the risks associated with sexual activity
- Understand asking questions to a parent, trusted adult, teacher, or counselor is usually a wise decision
- Understand alcohol & other drugs often interfere with clear, effective decision-making as it pertains to sexual behaviors
- Understand people have the right to re-evaluate decisions & change their minds or their behavior
- Understand teenagers who decide to engage in sexual activity should consider the risk associated with pregnancy & STI/HIV prevention
- Understand sexual abuse involving touch can include kissing, an abuser touching "genitals" touching the abusers "genitals," being asked to touch one's own "genitals," or engaging in vaginal, oral, or anal intercourse
- Discuss state laws governing the age of consent for sexual activity

#### Project Success provides support for the following:

- Recognize the influence peers have on people ( shared interest, goals, & values)
- Differentiate between negative & positive peer pressure & discuss refusal techniques

#### MBI provides support for the following:

- Analyze ways individuals can respond to the various needs & characteristics of diverse people including those with different abilities, chronic diseases, different ethnic & cultural backgrounds
- Identify a variety of feelings & situations that may require adult assistance
- Respect the rights & feelings of others
- Demonstrate peaceful conflict resolution
- Accepts & expresses feelings in a socially acceptable manner
- Understand that communication may be improved by: listening well; making eye contact; stating feelings; using messages that start with "I" to indicate that the person is speaking for him/herself; trying to understand the other person(s); offering possible solutions to problems; giving positive nonverbal messages such as a smile or touch; asking for clarification

#### School Counselor

- Compare and contrast signs and symptoms of mental illness
- Identify resources available in school and community
- Understand the consequences of untreated mental illness

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**Risk Assessment & Reduction**

**Health Educator**

- Connect causative factors, symptoms, treatment & preventative measures to their appropriate non-communicable diseases
- Explain how risk behaviors can contribute to the development of chronic disease (i.e., relationships between smoking & emphysema or alcohol consumption & cirrhosis)
- Describe the body's lines of defense & the stages of disease progression (i.e., incubation)
- Set personal goals that reinforce healthy self-care behaviors (i.e., hand washing, water drinking, sleep, eating healthy foods)
- Hypothesize optimal conditions for growth & transmission of pathogens
- Define STI & recognize transmissions (gonorrhea, syphilis, HIV infection, Chlamydia, genital warts and herpes)
- Understand abstinence from sexual activity is the only 100% effective way to avoid STIs
- Understand anyone can get STIs by exchanging bodily fluids orally, vaginally, or anally
- Understand barrier methods of contraception can reduce but not prevent sexually transmitted infections
- Analyze and discuss the trends of transmission, treatments, & prevention of sexually transmitted infections
- Know when to use universal precautions
- Analyze and discuss the trends of transmission, treatment (past & present), & prevention of AIDS
- Recognize problems in daily living that may contribute to self-destructive behaviors & apply strategies to reduce the risks of harm to self & others
- Identify societal problems (assault, homicide, rape, robbery, gangs, personal safety risks)
- Demonstrate internet, phone and text etiquette
- Prioritize & demonstrate the steps involved in assessing an emergency situation including 911 format, check, call, care
- Analyze why the processes are used in sequential order (i.e., ABC of emergencies)
- Identify, from a given list, those situations that are life threatening & perform basic lifesaving maneuvers (i.e., CPR, abdominal thrust, bleeding control, shock, burns, asthma, bee stings, snake bites, poisoning)
- Apply concepts about weather safety exercise precautions during activities, & follow appropriate safety rules & use of equipment (recognize & attend to changing conditions),
- Make informed decisions to reduce the risk of injuries during exercise, sports & other activities
- Investigate the community agencies that provide water safety courses
- List the common water-related emergencies & describe prevention & treatment techniques
- List positive & negative impacts of medicine on the body
- Describe the short & long-term effects of performance enhancing drugs

**Project Success provides support for the following:**

- Determine a cause & effect relationship regarding body system functions & the use of tobacco alcohol and other drugs
- Describe the continuum from use, abuse, to dependency
- Differentiate between over the counter (OTC) & prescription drugs, their purpose, precautions & guidelines for use

**Science Educators provide support for the following:**

- Describe the ways in which the environment & ecosystems can be damaged & disrupted such as overpopulation, overuse of resources, & pollution
- Evaluate potential results of an environmental solution considering aesthetics, ethics, societal responsibility
- Examine existing & potential environmental health problems within their community & create solutions to address them