

Course Description
8th Grade
Healthy Living Education

Philosophy Statement: God has created us to be different and unique in our own ways. He created each of us for a special purpose which only He knows. We should spend time trying to understand how we were, “fearfully and wonderfully made,” (Psalms 139:14). Some things about our bodies cannot be changed, but others can. We must take the time to reflect on those things and make the necessary changes. Young adolescents are at risk and these risks (injuries, lack of physical activity, and poor nutrition) endanger young people and their ability to grow and be strong, healthy servants of Christ. Healthy Living Education as part of the Middle School curriculum can be a part of the solution.

Objective: Students will learn about the 5 dimensions of health: physical, mental, social, moral, and spiritual. Skill development in Healthy Living occurs both through study of the skills and through application of the skills.

Textbook: None

Materials:

1. 1” Binder
2. Paper
3. Pencil/Pen
4. Internet Access

Time Allotment: Every Tuesday, 45 minutes, entire year

- MEH (Mental-Emotional Health) Create Positive Stress Management Strategies.
 1. MEH 1.1 Evaluate stress management skills based on personal experiences.
 2. MEH 1.2 Design a plan to prevent stressors and manage effects of stress.
 3. MEH 2.1 Evaluate the use of defense mechanisms in terms of whether they are healthy or unhealthy.
 4. MEH 3.1 Recognize signs and symptoms of hurting self or others.
 5. MEH 3.2 Implement a plan for seeking adult help for peers who express symptoms of self injury or suicidal intent.
- PCH (Personal and Consumer Health) Understanding wellness, disease prevention, and recognition of symptoms.
 1. PCH 1.1 Classify the risk factors begun in childhood and adolescence associated with the leading and premature causes of death.

2. PCH 1.2 Explain behavioral and environmental factors that contribute to major chronic diseases and the methods for reducing problems associated with common conditions (asthma, allergies, diabetes, and epilepsy)
 3. PCH 1.3 Interpret health behavior appraisal data to assess personal risks for preventable diseases.
- ICR (Interpersonal Communication and Relationships)
 1. ICR 1.2 Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse) and identify sources for seeking help.
 2. ICR 1.4 Illustrate communication skills that build and maintain healthy relationships.
 - NPA (Nutrition and Physical Activity)
 1. NPA 1.3 Implement meal plans that are consistent with Dietary Guidelines.
 2. NPA 2.1 Plan healthy personal eating strategies with attention to caloric intake and expenditure.
 3. NPA 3.2 Differentiate the signs, symptoms, and consequences of common eating disorders from more healthy eating behaviors.
 4. NPA 4.2 Differentiate methods of food preparation in terms of health and safety.
 - ATOD (Alcohol, Tobacco, and Other Drugs) Analyze the factors that influence the use of alcohol, tobacco, and other drugs.
 1. ATOD 1.1 Analyze policies and laws related to the sale of and use of tobacco products in terms of their purposes and benefits.
 2. ATOD 1.2 Predict the potential effect of anti-tobacco messages on the use of tobacco by youth and adults.
 3. ATOD 2.1 Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
 4. ATOD 3.2 Identify positive alternatives to the use of alcohol and drugs.

Areas to be Evaluated:

Tests/Projects – 40%, Quiz – 30%, Homework/Classwork – 25%, and Participation – 5%