

Grade 8

2020 Health Standards and Health Smart Virginia Lesson Crosswalk

The Virginia Standards of Learning (SOLs) address several overarching health topic areas (Body Systems; Nutrition; Physical Health; Disease Prevention and Health Promotion; Substance Abuse Prevention; Safety and Injury Prevention; Mental Wellness and Social Emotional Skills; Violence Prevention; Community and Environmental Health) and catalyze outcomes across the 3 following areas:

1. Essential Health Concepts

Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others.

2. Healthy Decisions

Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.

3. Advocacy and Health Promotion

Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

Essential Health Concepts	Healthy Decisions	Advocacy and Health Promotion	Related Health Smart Virginia Lessons
8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.	8.2 The student will apply health concepts and skills to the management of personal and family health.	8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.	Related Health Smart Virginia Lessons
Body Systems SOLs			Locate a Lesson Plan
a) Identify and describe the major structures and functions of the brain and nervous system and identify brain and nervous system disorders.	a) Describe ways to maintain brain and nervous system health.	a) Design strategies to protect and promote brain and nervous system health.	
Nutrition SOLs			Locate a Lesson Plan
b) Determine the nutrients needed for proper brain function. c) Examine the health risks posed by food contaminants during food preparation and food storage. d) Identify the nutritional impact of disordered eating. e) Compare health benefits and risks associated with trending diets, dietary supplements, and popular beverages, including sugar-sweetened and caffeinated beverages	b) Explain how nutrients contribute to brain function. c) Describe food safety techniques (e.g., hand washing, food washing, cross contamination, proper handling and storing of foods). d) Analyze the impact of society (i.e., media, family, peers) on eating habits and attitudes toward weight and body size. e) Evaluate the accuracy of claims about trending diets, dietary supplements, and popular beverages.	b) Create a plan to make healthy food choices, including choosing fruits and vegetables and increasing water and healthy beverage choices in a variety of settings. c) Create strategies to promote food safety at home. d) Identify and promote resources for help and assistance with disordered eating. e) Develop factual advertising to help family and peers evaluate healthy food and beverage choices.	
Physical Health/Disease Prevention/Health Promotion SOLs			Locate a Lesson Plan
f) Evaluate the physical, mental, and social health benefits of physical activity. g) Explain the difference between rest, sleep, sleep	f) Assess the health risks of a sedentary lifestyle. g) Identify sleep hygiene strategies to support recommendations for optimal sleep.	f) Create environmental design solutions that promote physical and mental health. g) Create Specific, Measurable, Attainable, Relevant and	

<p>deprivation, and sleep debt.</p> <p>h) Identify environmental and personal factors that influence the degree of risk of diabetes, heart disease, cancer, obesity, and stroke.</p>	<p>h) Describe preventive health measures, including immunizations, regular health and medical screenings, nutrition, physical activity, sleep, and limiting personal technology use, in preventing diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases.</p>	<p>Timely (S.M.A.R.T.) goals to get optimal sleep to promote cognitive performance and academic success.</p> <p>h) Design a plan of action with short- and long-term goals to prevent diabetes, heart disease, stroke, cancer, obesity, and other chronic diseases and conditions.</p>	
Substance Abuse Prevention SOLs			Locate a Lesson Plan
<p>i) Describe the short- and long-term health issues and effects on the brain related to the use of alcohol, tobacco, nicotine products, and other drugs, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.</p> <p>j) Research the signs, symptoms, and causes of addiction and the impact of substance use disorder on relationships and behavior.</p>	<p>i) Analyze the social, economic, and family and peer pressure influences on the use of tobacco, nicotine products (e.g., e-cigarettes), alcohol, marijuana, and other drugs.</p> <p>j) Have and express positive norms regarding why most teenagers do not use alcohol, tobacco, prescription opioids, or other drugs (e.g., do not think use and abuse are acceptable or appropriate)</p>	<p>i) Design persuasive advertising to eliminate drug use.</p> <p>j) Create a campaign that emphasizes the importance of prevention and early identification of drug use disorder.</p>	
Safety/Injury Prevention SOLs			Locate a Lesson Plan
<p>k) Explain the need for school safety drills and procedures.</p> <p>l) Identify risky behaviors associated with Internet use, online gaming, and social media use.</p> <p>m) Identify the benefits and risks of social media.</p> <p>n) Describe how to assess levels of stress based on physical and psychological responses.</p> <p>o) List the skills and strategies for refusal and negotiation.</p>	<p>k) Explain the potential consequences of following and not following safety protocols for school drills.</p> <p>l) Explain the role of decision making when faced with potentially harmful situations when using the Internet, online gaming, and social media.</p> <p>m) Develop strategies to assess and manage the effects of social media use.</p> <p>n) Identify personal stress-management skills that help respond to different kinds of stress.</p> <p>o) Explain the benefits of using refusal and negotiation skills for a variety of risk-taking situations.</p>	<p>k) Develop a personal action plan during an emergency situation for a variety of locations outside of school (e.g., shopping areas, recreation areas).</p> <p>l) Develop appropriate personal guidelines for online gaming and social media use.</p> <p>m) Develop and promote guidelines for using social media.</p> <p>n) Practice and promote stress-management skills.</p> <p>o) Analyze a variety of situations to determine when to use refusal and negotiation skills to avoid risk.</p>	

Mental Wellness/Social Emotional Skills SOLs			Locate a Lesson Plan
<p>p) Describe characteristics of healthy and unhealthy relationships, including establishing and communicating boundaries.</p> <p>q) Describe the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide.</p> <p>r) Identify factors that can influence mental health (e.g., family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).</p> <p>s) Identify and describe careers associated with mental health care (e.g., social worker, psychologist, psychiatrist).</p>	<p>p) Explain the importance of developing relationships that are positive and promote wellness.</p> <p>q) Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.</p> <p>r) Explain how negative perceptions of mental health promote a stigma about mental illnesses and emotional challenges.</p> <p>s) Describe the role of mental health professionals in schools (e.g., school counselors, psychologists, social workers).</p>	<p>p) Ability to develop safe, respectful, and responsible relationships.</p> <p>q) Identify and recognize family, school, and community resources for helping oneself and others with mental health needs.</p> <p>r) Explain the effects of stigma on accessing help and assistance for mental illnesses and emotional challenges.</p> <p>s) Promote the availability of school and community mental health resources.</p>	
Violence Prevention SOLs			Locate a Lesson Plan
<p>t) Differentiate between bullying behaviors, arguments, peer conflict, harassment, teasing, taunting, and joking situations.</p> <p>u) Identify the consequences of weapon use, physical violence, and gang involvement.</p>	<p>t) Explain the effects of bullying on individuals, including vulnerable populations.</p> <p>u) Analyze the risks associated with weapon use, physical violence, and gang-related activities for oneself, the family, and the community.</p>	<p>t) Recommend strategies to prevent, safely defend oneself and others, or get help with bullying.</p> <p>u) Describe ways for students to develop relationships that are positive, promote wellness, and prevent weapon use, physical violence, and gang involvement.</p>	
Community/Environmental Health SOLs			Locate a Lesson Plan
<p>v) Define and describe renewable resources and sustainable energy.</p>	<p>v. Explain how humans and the environment are interdependent.</p>	<p>v) Analyze opportunities for community service and advocacy for policies that promote environmental health.</p>	

Legend:

BOD = Body Systems

NUTR = Nutrition

DPHP= Physical Health, Disease Prevention, Health Promotion

SAP = Substance Abuse Prevention

SAF= Safety/Injury Prevention

SES = Mental Wellness/Social Emotional Skills

VP = Violence Prevention

CEH = Community/Environmental Health