

Grade 8 Crosswalk – Virginia 2015 Health Standards of Learning						
Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.						
Essential Health Concepts <i>What Students Should Know</i>		Healthy Decisions <i>What Students Should Understand</i>		Advocacy and Health Promotion <i>What Students Should be Able to Do to Advocate for Their Health and the Health of Others</i>		Lesson (Grade Topic-#)
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.		
<b>Alcohol, Tobacco and Drug Use Prevention</b>	i) Describe the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.	<a href="#">8 ATOD-1</a> <a href="#">8 ATOD-2</a> <a href="#">8 ATOD-3</a>	h) Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use.	<a href="#">8 ATOD-1</a> <a href="#">8 ATOD-2</a> <a href="#">8 ATOD-4</a>	j) Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.	<a href="#">8 ATOD-1</a> <a href="#">8 ATOD-4</a>
	j) Research the signs, symptoms, and causes of addiction.	<a href="#">8 ATOD-1</a>	i) Explain why most teenagers do not use alcohol, tobacco, or other drugs.	<a href="#">8 ATOD-1</a>		
	k) Explain how drugs affect the brain.	<a href="#">8 ATOD-1</a>				
<b>Body Systems</b>	a) Identify and describe the major structures and functions of the brain and nervous system.	<a href="#">8 BOD-1</a> <a href="#">8 BOD-3</a> <a href="#">8 BOD-4</a>	a) Identify brain and nervous system disorders.	<a href="#">8 BOD-1</a>	a) Design strategies to protect and promote brain and nervous system health.	<a href="#">8 BOD-1</a>
	g) Analyze the risk factors associated with communicable and non-communicable diseases.	<a href="#">8 BOD-2</a> <a href="#">8 HP-2</a>	b) Describe ways to maintain brain and nervous system health.	<a href="#">8 BOD-1</a> <a href="#">8 HP-1</a>		
	h) Identify pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk of diabetes, heart disease, and stroke.	<a href="#">8 BOD-1</a> <a href="#">8 HP-2</a>				
	l) Describe the relationship between healthy behaviors and cognitive performance.	<a href="#">8 HP-1</a>				
<b>Community Involvement</b>					p) Analyze opportunities for community service.	<a href="#">8 HP-2</a>

<b>Healthy Environment</b>	v) Describe pollutants found in water, soil, and air and their impact on body systems.	<a href="#">8 HE-1</a>	r) Explain how humans and the environment are interdependent.	<a href="#">8 HE-1</a>	q) Create environmental design solutions that promote physical and psychological health.	<a href="#">8 HE-1</a>
<b>Health Promotion including Nutrition and Physical Activity</b>	b) Assess the health risks of a sedentary lifestyle.	<a href="#">8 HP-1</a>	c) Determine the benefits of developing and implementing short- and long-term personal and family health and fitness goals that are achievable and purposeful.	<a href="#">8 HP-1</a>	b) Evaluate the physical, mental, and social benefits of physical activity.	
	c) Examine the health risks caused by food contaminants.		d) Compare healthy and risky approaches to weight management.	<a href="#">8 HP-1</a> <a href="#">8 HP-3</a>	c) Develop practical solutions for removing barriers to physical activity and healthy food choices.	<a href="#">8 HP-2</a>
	d) Identify eating disorders, and describe the dangers of engaging in unbalanced and unsafe diet practices to gain or lose weight.	<a href="#">8 HP-3</a> <a href="#">8 HP-4</a>	e) Analyze the impact of family and personal influences on eating habits and attitudes toward weight management.	<a href="#">8 HP-1</a> <a href="#">8 HP-3</a> <a href="#">8 HP-4</a>	d) Identify strategies to increase water intake.	
	e) Assess the health risks of not getting enough sleep.	<a href="#">8 HP-1</a>	f) Examine the causes and effects of compulsive behaviors, such as eating disorders.	<a href="#">8 HP-1</a> <a href="#">8 HP-3</a>	e) Create a plan to make healthy food choices, including choosing fruits and vegetables, in a variety of settings.	<a href="#">8 HP-6</a> <a href="#">8 HP-7</a>
	f) Explain the roles of preventive health measures, immunization, and treatment in disease prevention.	<a href="#">8 HP-2</a>	g) Describe personal and family preventive health measures, including immunizations, nutrition, physical activity, and sleep, in preventing diabetes, heart disease, stroke, and other chronic diseases.	<a href="#">8 HP-2</a> <a href="#">8 HP-6</a> <a href="#">8 HP-7</a>	f) Encourage family and peers to choose healthy foods.	
			j) Create short- and long-term health and fitness SMART goals that are achievable, purposeful, and that support cognitive performance and academic success.	<a href="#">8 HP-1</a>	g) Develop a strategy to prevent diabetes, heart disease, stroke, and other chronic diseases and conditions.	<a href="#">8 HP-2</a> <a href="#">8 HP-8</a>
			n) Evaluate the importance of developing relationships that are positive and promote wellness.	<a href="#">8 HP-1</a> <a href="#">8 HP-3</a>	j) Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.	<a href="#">8 HP-5</a>
<b>Safety and Injury Prevention</b>	n) Assess the health consequences of injuries, and identify leading injury-prevention measures.	<a href="#">8 SAF-1</a>				
	o) Evaluate the health risks associated with feelings of immortality and invincibility.	<a href="#">8 SAF-1</a>				
<b>Social Emotional Health</b>	m) Identify the benefits and risks of social networking.	<a href="#">8 SE-1</a> <a href="#">8 SE-2</a>	k) Describe effective coping mechanisms for managing personal and family stress.	<a href="#">8 SE-1</a> <a href="#">8 SE-12</a>	k) Describe healthy ways to handle the emotional, psychological, and physical consequences of stress.	<a href="#">8 SE-1</a> <a href="#">8 SE-8</a> <a href="#">8 SE-9</a> <a href="#">8 SE-10</a> <a href="#">8 SE-11</a> <a href="#">8 SE-12</a>
	q) Analyze the role of tolerance and resilience in coping with stress.	<a href="#">8 SE-1</a> <a href="#">8 SE-12</a>	l) Identify the benefits of using resistance, problem-solving, and decision-making skills	<a href="#">8 SE-1</a> <a href="#">8 SE-12</a>	l) Design a management plan to reduce stress.	<a href="#">8 SE-1</a> <a href="#">8 SE-12</a>

			for addressing health issues at home and at school.			
	r) Explain the impact of failing to recognize issues related to emotional and mental health.	<a href="#">8 SE-1</a> <a href="#">8 SE-12</a>	m) Develop goals to analyze and manage the impact of social networking.	<a href="#">8 SE-1</a>	m) Justify and encourage safe, respectful, and responsible relationships.	<a href="#">8 SE-1</a> <a href="#">8 SE-3</a>
	s) Explain why seeking help for mental health issues is important.	<a href="#">8 SE-1</a> <a href="#">8 SE-4</a> <a href="#">8 SE-12</a>	n) Evaluate the importance of developing relationships that are positive and promote wellness.	<a href="#">8 SE-1</a>	n) Identify resources for helping someone who is exhibiting self-harming behaviors.	<a href="#">8 SE-1</a> <a href="#">8 SE-2</a> <a href="#">8 SE-4</a> <a href="#">8 SE-5</a> <a href="#">8 SE-12</a>
	t) Describe the signs and symptoms of depression and suicide.	<a href="#">8 SE-1</a> <a href="#">8 SE-2</a> <a href="#">8 SE-5</a> <a href="#">8 SE-12</a>	p) Recognize warning signs associated with bullying behaviors (e.g., declining grades, fear of attending school, social withdrawal, lost or destroyed books or technology, self-destructive behaviors).	<a href="#">8 SE-1</a>		
	u) Explain how individual, social, and cultural differences may increase vulnerability to bullying.		q) Describe signs of self-harm behaviors.	<a href="#">8 SE-1</a> <a href="#">8 SE-2</a> <a href="#">8 SE-12</a>		
<b>Violence Prevention and Healthy Relationships</b>	p) Identify the consequences of involvement in potentially dangerous situations, such as when weapons, physical violence, and gangs are present.	<a href="#">8 VP-1</a>	n) Evaluate the importance of developing relationships that are positive and promote wellness.	<a href="#">8 VP-1</a>	h) Develop guidelines for using social networks.	<a href="#">8 VP-1</a>
			o) Analyze the risks associated with gang-related activities for self, family, and the community.	<a href="#">8 VP-1</a>	i) Create a media campaign for the use of refusal and negotiation skills to avoid risky situations.	<a href="#">8 VP-1</a>
					j) Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.	<a href="#">8 VP-1</a> <a href="#">8 SE-6</a> <a href="#">8 SE-7</a>
					m) Justify and encourage safe, respectful, and responsible relationships.	<a href="#">8 VP-1</a>
					n) Identify resources for helping someone who is exhibiting self-harming behaviors.	<a href="#">8 VP-1</a>
					o) Create strategies for helping others prevent or get help with bullying.	<a href="#">8 VP-1</a>

ATOD = Alcohol, Tobacco, or Other Drugs

BOD = Body Systems

HE = Healthy Environment

HP = Health Promotion

SAF = Safety and Injury Prevention

SE = Social Emotional

VP = Violence Prevention and Healthy Relationships