



Recommended 8<sup>th</sup> Grade Curriculum Framework

<b>Content: Health Education – Grade 8</b>						
<b>Topic: Health Strategies (Week 1)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>PL-E-1.1.1</b> Individuals have personal rights and responsibilities (e.g., cooperation, communication, patience) when dealing with others (e.g., families, classmates, teams).</p> <p><b>PL-E-1.1.2</b> Conflict-resolution strategies (e.g., problem identification, effective communication, mediation, walking away) provide effective means for dealing with conflict.</p> <p><b>PL-M-1.1.3</b> Communication, cooperation, rules, and respect are important to the effective functioning of groups.</p>	<p><b>Individual Well-Being</b> <b>AE 2.29</b> Students demonstrate skills that promote individual well-being and healthy family relationships.</p> <p><b>DEMONSTRATORS</b></p> <ul style="list-style-type: none"> <li>Distinguish between rights and responsibilities in family relationships.</li> </ul> <p><b>POS-HE-8-1</b> Students will practice group processing strategies (e.g., collaboration).</p> <p><b>POS-HE-8-2</b> Students will practice conflict resolution strategies.</p> <p><b>BENCHMARKS</b> Students understand and use the concept of collaboration in diverse groups and while working with individuals.</p> <p>Students teach classmates conflict resolution skills and strategies.</p>					



Recommended 8<sup>th</sup> Grade Curriculum Framework

<b>Content: Health Education – Grade 8</b>						
<b>Topic: Health Strategies (Week 1)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>PL-M-1.8.1</b> The use of appropriate strategies (e.g., assertiveness, refusal skills, decision-making techniques) are positive ways to cope with peer pressure.</p> <p><b>PL-M-1.8.2</b> Strategies (e.g., studying in advance; talking with counselors, parents, and/or friends; planning; getting ample rest; eating properly) for managing stressful situations (e.g., test taking, deadlines, change, grief, rejection) reduce anxiety.</p> <p><b>PL-M-1.8.3</b> Strategies (e.g., walking away, communication skills, conflict resolution) for preventing violence vary with the situation.</p> <p><b>PL-M-1.8.4</b> Using appropriate coping strategies (e.g., realistic goal-setting, effective time management, decision-making processes) promotes mental and emotional health.</p>	<p><b>Mental Wellness</b> <b>AE 2.32</b> Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.</p> <p><b>DEMONSTRATORS</b></p> <ul style="list-style-type: none"> <li>• Examine and modify nonconstructive expressing of emotions.</li> <li>• Investigate methods of prevention, intervention and treatment of mental and emotional disorders.</li> <li>• Use strategies to manage stress.</li> <li>• Apply interpersonal relationship skills which contribute to emotional wellness.</li> <li>• Analyze and apply strategies for achieving and maintaining self-esteem.</li> </ul> <p><b>BENCHMARKS</b> Students practice peer pressure coping skills.</p>					



Recommended 8<sup>th</sup> Grade Curriculum Framework

<b>Content: Health Education – Grade 8</b>						
<b>Topic: Health Strategies (Week 1)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
	<p>Students demonstrate and practice stress reduction techniques and strategies.</p> <p>Students evaluate and assess personal behavior risk profile.</p> <p>Students implement alternative activities in place of risk related behaviors.</p> <p>Students demonstrate progress towards long term health/career related long term goals.</p> <p>Students implement personal decision making and time management strategies.</p>					