

**GRADE 8**

STANDARD ONE: **GRADE 8**

**National Standard 1:** The student will identify and demonstrate health promotion and disease prevention concepts.  
**(Illinois Standards for Health: Middle/Junior High School Students)**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical for Mastery at Grade 8:</b>            8.01.01            Know factors that affect health.</p>	<ul style="list-style-type: none"> <li>• Review interrelationships among the body systems.</li> <li>• Describe the mind/body relationship in health and disease.</li> <li>• Identify mental health issues such as depression, suicide, eating disorders.</li> <li>• Identify risk factors for one specific contagious and one noncontagious disease: pathogenic, genetic, age-related, cultural, environmental, behavioral.</li> <li>• Review students’ knowledge of HIV/AIDS, clarify and expand information.</li> </ul>	<p>Speaker: Social worker</p> <p>Appendix: Activities and Exercise            Appendix: Incorporating HIV/AIDS into the Health Curriculum</p>
<p>8.01.02            Know the positive effects of health care and healthy habits and the implications of unhealthy choices.</p>	<ul style="list-style-type: none"> <li>• Discuss how immunizations in childhood and thru life promote health.</li> <li>• Review appropriate health care and healthy personal habits that prevent illness and premature disability and death.</li> <li>• Describe the effects of tobacco, alcohol and other chemical substances on the individual.</li> </ul>	<p>Speakers: Dietician, exercise physiologist, PE teacher</p> <p>Science: Research the development and uses of vaccines and antibiotics.</p> <p>Appendix: Standard Precautions in the classroom</p>
<p><b>Significant to Develop at Grade 8:</b>            8.01.03            Know changes that occur as a person grows older.</p>	<ul style="list-style-type: none"> <li>• Identify the characteristics and stages of human growth and development.</li> </ul>	

**STANDARD TWO: GRADE 8**

**National Standard 2:** The student will learn to access and utilize valid health information and health promoting products and services.  
**(Illinois Standards for Health: Middle/Junior High School Students)**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical for Mastery at Grade 8:</b> 8.02.01 Know how to access, evaluate and use health information.</p>	<ul style="list-style-type: none"><li>• Develop/ research and apply evaluation criteria for examples of health information from TV, periodicals and/or the Internet.</li><li>• Describe the appropriate use of specific health information obtained from TV, periodicals, and/or the Internet.</li></ul>	

**STANDARD THREE: GRADE 8**

**National Standard 3:** The student will practice behaviors that promote health and reduce health risks.  
**(Illinois Standards for Health: Middle/Junior High School Students)**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical for Mastery at Grade 8:</b>                      8.03.01                      Know ways to assure the health and safety of self and others.</p>	<ul style="list-style-type: none"> <li>• Apply basic first-aid procedures including cardiopulmonary resuscitation and the Heimlich maneuver.</li> <li>• Demonstrate ways to avoid or change situations, including dating or other social relationships that might threaten personal safety.</li> <li>• List and describe the value of preventive health measures: immunizations, periodic medical and dental examinations, avoiding risk behaviors.</li> <li>• Research/discuss the recommended frequency of preventive health care: physical exams, dental exams, immunizations, etc.</li> </ul>	<p>Red Cross classes  <a href="http://chicagoredcross.org">chicagoredcross.org</a></p>
<p>8.03.02                      Know how HIV/AIDS impacts the individual.</p>	<ul style="list-style-type: none"> <li>• Discuss the implications of HIV/AIDS as a chronic illness.</li> </ul>	<p>Invite a guest to speak to students (assure adherence to Catholic teachings): i.e.: a case manager or nurse who regularly interacts with persons with HIV/AIDS; a parent or sibling of a person with HIV/AIDS or a person living with HIV/AIDS.</p>

**STANDARD FOUR: GRADE 8**

**National Standard 4:** The student will analyze the influence of culture, media, technology and other factors on health.  
**(Illinois Standards for Health: Middle/Junior High School Students)**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical for Mastery at Grade 8:</b>            8.04.01            Know the implications of diverse factors on health.</p> <p>8.04.02            Know that as disciples of Jesus we are called to be compassionate toward the sick and handicapped.</p>	<ul style="list-style-type: none"> <li>• Investigate the influence of culture on health behaviors and the use of health services.</li> <li>• Analyze the impact of media on the selection of health information, products and services.</li> <li>• Describe strategies that show respect for individual choices and differences, including age in making health decisions.</li> <li>• List examples of health problems common in various age groups.</li> </ul> <ul style="list-style-type: none"> <li>• Discuss specific ways society discriminates against those who are ill or “different”, including persons with AIDS.</li> <li>• Describe individual actions that show care and compassion toward persons who are ill.</li> </ul>	<p>Periodicals</p> <p>Alternative medicine</p> <p>Religion:            Acts of the Apostles            esp. 9:31-42</p>

**STANDARD FIVE: GRADE 8**

**National Standard 5:** The student will utilize social and communication skills to enhance health.  
**(Illinois Standards for Health: Middle/Junior High School Students)**

<b>LEARNING STANDARD/OUTCOME</b>	<b>SAMPLE ASSESSMENT</b>	<b>CONNECTIONS</b>
<p><b>Useful to Work on at Grade 8:</b> 8.05.01 Know the impact of communication and social influences on health.</p>	<ul style="list-style-type: none"><li>• List and analyze ways that information, ideas and opinions about health issues can be communicated.</li><li>• Role-play situations of peer pressure to engage in sexual activity, injected drug use, use of alcohol or other drugs.</li></ul>	

**STANDARD SIX: GRADE 8**

**National Standard 6:** The student will use goal-setting and decision-making skills to enhance health.  
**(Illinois Standards for Health: Middle/Junior High School Students)**

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical for Mastery at Grade 8:</b> 8.06.01 Know how to maintain personal health practices.</p>	<ul style="list-style-type: none"><li>• Update personal health plan and explain any changes. Distinguish between short-term and long-term goals.</li><li>• Describe the personal benefit of avoiding sexual activity, and tobacco and illegal drug use.</li></ul>	

STANDARD SEVEN: **GRADE 8**

**National Standard 7:** The student will advocate for personal, family and community health.  
(Illinois Standards for Health: Middle/Junior High School Students)

LEARNING STANDARD/OUTCOME	SAMPLE ASSESSMENT	CONNECTIONS
<p><b>Critical for Mastery at Grade 8:</b> 8.07.01 Know the effect of health/lack of health beyond one's own self.</p>	<ul style="list-style-type: none"><li>• Identify a specific local environmental health threat.</li><li>• Relate issues such as anger management and gun control to personal, family and community health.</li><li>• Discuss significant health issues in developing countries (Nutrition, HIV/AIDS, malaria, TB, etc.).</li></ul>	<p>Note observance of World AIDS Day each year on December 1.</p> <p>Science: Outbreaks of influenza, SARS, Asian bird flu.</p>