



# Middle School Health Education

## 2022-2023 Scope and Sequence

### NCDPI Healthful Living: Grade 8

#### OVERVIEW

*The Healthful Living Education (K-12 Health and Physical Education) promotes behaviors that contribute to a healthy lifestyle and improved quality of life for all students. The Healthful Living curriculum supports and reinforces the goals and objectives of its two major components health and physical education. When fully integrated, the NHCS Health and Physical Education curriculum not only empowers students to lead an active and healthy lifestyle but also instills positive and encouraging attitudes towards physical activity and lifelong fitness.*

#### North Carolina Essential Standards – Health Education

MEH = MENTAL and EMOTIONAL HEALTH

PCH = PERSONAL and CONSUMER HEALTH

ICR = INTERPERSONAL COMMUNICATIONS and RELATIONSHIPS

NPA = NUTRITION and PHYSICAL ACTIVITY

ATOD = ALCOHOL, TOBACCO, and OTHER DRUGS

Grade	NC Essential Standards	Clarifying Objectives
8 <sup>th</sup> GRADE Mental and Emotional Health (MEH)	<p>8.MEH.1 Create positive stress management strategies.</p> <p>8.MEH.2 Evaluate how structured thinking (decision making, problem solving, goal setting) benefits emotional well-being.</p> <p>8.MEH.3 Apply help-seeking strategies for depression and mental disorders.</p>	<p>8.MEH.1.1 Evaluate stress management strategies based on personal experience.</p> <p>8.MEH.1.2 Design a plan to prevent stressors or manage the effects of stress.</p> <p>8.MEH.1.3 Design effective methods to deal with anxiety.</p> <p>8.MEH.2.1 Evaluate the uses of defense mechanisms in terms of whether they are healthy or unhealthy.</p> <p>8.MEH.2.2 Critique personal use of structured thinking to enhance emotional well-being (based on appropriateness, effectiveness, and consistency).</p> <p>8.MEH.3.1 Recognize signs and symptoms of hurting self or others.</p> <p>8.MEH.3.2 Implement a plan for seeking adult help for peers who express symptoms of self-injury or suicidal intent.</p>



# Middle School Health Education

## 2022-2023 Scope and Sequence

### NCDPI Healthful Living: Grade 8

<p><b>8<sup>th</sup> GRADE</b> <b>Personal and Consumer Health (PCH)</b></p>	<p><b>8.PCH.1 Understand wellness, disease prevention, and recognition of symptoms.</b></p> <p><b>8.PCH.2 Evaluate health information and products.</b></p> <p><b>8.PCH.3 Analyze measures necessary to protect the environment.</b></p> <p><b>8.PCH.4 Analyze necessary steps to prevent and respond to unintentional injury.</b></p>	<p><b>8.PCH.1.1</b> Classify the risk factors (based on risk behaviors) begun in childhood and adolescence associated with leading and premature causes of death.</p> <p><b>8.PCH.1.2</b> 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).</p> <p><b>8.PCH.1.3</b> Interpret health appraisal data to assess personal risks for preventable disease.</p> <p><b>8.PCH.2.1</b> Critique medical information resources in terms of reliability, unreliability, accuracy, and significance.</p> <p><b>8.PCH.2.2</b> Judge the effects of popular fads on health (tattooing, piercing, artificial fingernails).</p> <p><b>8.PCH.3.1</b> Outline the potential health consequences of global environmental problems.</p> <p><b>8.PCH.3.2</b> Explain the impact of personal behaviors on the environment, both positively and negatively.</p> <p><b>8.PCH.4.1</b> Execute the Heimlich maneuver on a mannequin.</p> <p><b>8.PCH.4.2</b> Demonstrate basic CPR techniques and procedures on a mannequin and pass a Red Cross or American Heart Association approved test of CPR skills.</p>
<p><b>8<sup>th</sup> GRADE</b> <b>Interpersonal Communication and Relationships (ICR)</b></p>	<p><b>8.ICR.1 Understand healthy and effective interpersonal communication and relationships.</b></p> <p><b>8.ICR.2 Remember that abstinence from sexual activity outside of marriage means a positive choice for young people.</b></p> <p><b>8.ICR.3 Analyze strategies that develop and maintain reproductive and sexual health.</b></p>	<p><b>8.ICR.1.1</b> Contrast characteristics of healthy and unhealthy relationships for friendships and for dating.</p> <p><b>8.ICR.1.2</b> Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse, sex trafficking) and resources for seeking help.</p> <p><b>8.ICR.1.3</b> Explain the effects of tolerance and intolerance on individuals and society.</p> <p><b>8.ICR.1.4</b> Illustrate communication skills that build and maintain healthy relationships.</p> <p><b>8.ICR.1.5</b> Use decision-making strategies appropriate for responding to unknown people via the Internet, telephone, and face-to-face.</p> <p><b>8.ICR.1.6</b> Recognize resources that can be used to deal with unhealthy relationships.</p>



# Middle School Health Education

## 2022-2023 Scope and Sequence

### NCDPI Healthful Living: Grade 8

		<p><b>8.ICR.2.1</b> Recall abstinence as voluntarily refraining from intimate sexual behavior that could lead to unintended pregnancy and disease.</p> <p><b>8.ICR.2.2</b> Recall skills and strategies for abstaining from sexual activity outside of marriage.</p> <p><b>8.ICR.3.1</b> Explain the health, legal, financial, and social consequences of adolescent and unintended pregnancy and the advantages of delaying parenthood.</p> <p><b>8.ICR.3.2</b> Evaluate methods of FDA-approved contraceptives in terms of their safety and their effectiveness in preventing unintended pregnancy.</p> <p><b>8.ICR.3.3</b> Select family, school, and community resources for the prevention of sexual risk taking through abstinence and safer sex practices.</p> <p><b>8.ICR.3.4</b> Summarize ways to avoid being a victim or perpetrator of sexual abuse via digital media (including social network sites, texting, and cell phone).</p>
<p><b>8<sup>th</sup> GRADE</b> <b>Nutrition and Physical Activity (NPA)</b></p>	<p><b>8.NPA.1</b> Apply tools (Body Mass Index, Dietary Guidelines) to plan healthy nutrition and fitness.</p> <p><b>8.NPA.2</b> Create strategies to consume a variety of nutrient dense foods and beverages in moderation.</p> <p><b>8.NPA.3</b> Analyze the relationship of nutrition, fitness, and healthy weight management to the prevention of diseases such as diabetes, obesity, cardiovascular diseases, and eating disorders.</p> <p><b>8.NPA.4</b> Analyze plans for lifelong nutrition and health-related fitness to enhance quality of life.</p>	<p><b>8.NPA.1.1</b> Interpret the Body Mass Index in terms of body composition and healthy weight, underweight, overweight and obesity.</p> <p><b>8.NPA.1.2</b> Summarize the benefit of consuming adequate amounts of vitamins A, E, and C, magnesium, calcium, iron, fiber, folic acid, and water in a variety of foods.</p> <p><b>8.NPA.1.3</b> Implement meal plans that are consistent with the Dietary Guidelines.</p> <p><b>8.NPA.2.1</b> Plan healthy personal eating strategies with attention to caloric intake and expenditure.</p> <p><b>8.NPA.2.2</b> Generate a healthful eating plan incorporating food choices inside and outside the home setting.</p> <p><b>8.NPA.3.1</b> Identify media and peer pressures that result in unhealthy weight control (eating disorders, fad dieting, excessive exercise, smoking).</p> <p><b>8.NPA.3.2</b> Differentiate the signs, symptoms, and consequences of common eating disorders from healthier eating behaviors.</p> <p><b>8.NPA.3.3</b> Use strategies to advocate for those who are at risk for eating disorders or poor nutrition.</p>



# Middle School Health Education

## 2022-2023 Scope and Sequence

### NCDPI Healthful Living: Grade 8

		<p><b>8.NPA.4.1</b> Outline strategies that can be used to overcome barriers to healthy eating.</p> <p><b>8.NPA.4.2</b> Differentiate methods of food preparation in terms of their health and safety.</p> <p><b>8.NPA.4.3</b> Summarize the benefits of regular physical activity.</p>
<p><b>8<sup>th</sup> GRADE Alcohol, Tobacco, and Other Drugs (ATOD)</b></p>	<p><b>8.ATOD.1 Analyze influences related to alcohol, tobacco, and other drug use and avoidance.</b></p> <p><b>8.ATOD.2 Understand the health risks associated with alcohol, tobacco, and other drug use.</b></p> <p><b>8.ATOD.3 Apply risk reduction behaviors to protect self and others from alcohol, tobacco, and other drug use.</b></p>	<p><b>8.ATOD.1.1</b> Analyze policies and laws related to the sale and use of tobacco products in terms of their purposes and benefits.</p> <p><b>8.ATOD.1.2</b> Predict the potential effect of anti-tobacco messages on the use of tobacco by youth and adults.</p> <p><b>8.ATOD.2.1</b> Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.</p> <p><b>8.ATOD.2.2</b> Evaluate the magnitude and likelihood of the risks associated with the use of performance-enhancing drugs.</p> <p><b>8.ATOD.3.1</b> Use strategies to avoid riding in a car with someone impaired by alcohol or drugs.</p> <p><b>8.ATOD.3.2</b> Identify positive alternatives to the use of alcohol and drugs.</p> <p><b>8.ATOD.3.3</b> Use advocacy skills to promote the avoidance of alcohol, tobacco, and drugs by others.</p>